

AIDS

TO

THE STUDY

OF

3 S S

English Grammar and Composition

BASED ON

NESFIELD, ROWE, BAIN, McMORDIE

AND

SEVERAL OTHERS

SPECIALLY DESIGNED

FOR STUDENTS PREPARING

FOR THE

MATRICULATION EXAMINATIONS

OF

THE INDIAN UNIVERSITIES

BY

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PREFACE.

THE publication of this work requires a word of explanation. A careful analysis of the papers on Grammar and Composition set at the Entrance and Matriculation Examinations of the Indian Universities for the last few years shows that the questions are so very complex and varied in their nature that students must find it difficult to answer them all satisfactorily from one standard author. Nor can they well afford to spare so much time as to consult all the best works on the subject for this purpose. Our object in preparing this book has, therefore, been not only to meet all the demands and requirements of our students, but to save them much time and unnecessary trouble. Great attention has been paid to the Chapters on *The Article, Shall and Will, Parsing, Idiom, Appropriate Prepositions, Analysis, the Conversion and Synthesis of Sentences* and *Common Errors*. Special care has been taken in selecting examples. It has always been our aim to give simple and apt illustrations. We hope that this little volume will prove materially helpful to the students for whom it is intended.

The words consulted are —

- | | |
|---|---|
| 1 Nesfield's Idiom, Grammar and Synthesis | 9 Adam's Elements of the English language |
| 2 Rowe's Hints on the Study of English | 10 Mason's English Grammar |
| 3 Bain's Higher Grammar | 11 Sir E. Hoad's Shall and Will. |
| 4 Bain's Companion to the Higher Grammar | 12 Babu Gangadhar Banerjee's Helps to English Composition |
| 5 McMordie's Studies in English | 13. Babu Krishna Chandra Roy Dictionary of Phrases and Idioms |
| 6 McMordie's English Idioms and how to use them | 14 Morris's Outlines of English Accidence |
| 7 Smith and Hall's School Manual of English Grammar | 15 Rogel's Thesaurus of English Words and Phrases |
| 8 Angu's Hand Book of the English Tongue | 16 Hiley's English Grammar |
| 17 Dixon's Phrases and Idioms | |

L M S COLLEGE,
BHOWANIPORE
The 20th March, 1897

} THE AUTHORS

PREFACE TO THE SECOND EDITION

The sale of the First Edition of our Aids to the Study of English Grammar and Composition in the course of a few months, and its use as a Text book in many of the respectable Higher Grade English Schools in India proving its usefulness to a certain extent, attempts have been made to make it still more useful by introducing a considerable quantity of new and important matter in this Second Edition. The subject of *Conjugation* and many useful examples in *Parsing* have been added. The Chapters on *Idioms* have been carefully revised. The subject of *Verbs followed by Prepositions* have been fully dealt with, and examples have been selected with great care. The Chapters on *Conversion and Synthesis of Sentences* and *Common Errors* have been considerably enlarged. *Two hundred new examples on Common Errors* have been added, many of which have been collected from University and Class Examination Papers. All the questions, bearing upon Conversion and Synthesis of sentences, and Common Errors set in the recent Matriculation Examinations of the various Indian Universities, have been answered.

As it is generally thought that a work on any subject in the shape of a catechism is only a collection of detached facts we think it necessary to add that this book, though in the form of Questions and Answers, is a regular treatise on Grammar and Composition, and may, therefore, be safely used as a Text-book, and as it is intended for Higher Class students of English Schools who, it is presumed, have already acquired a tolerable knowledge of Grammar, certain portions that have been purposely omitted will not be a bar to their acquiring a thorough knowledge of the subject.

Any suggestions that will increase the utility of the book will be thankfully received.

We take this opportunity of according our best thanks to the Rev J H Brown, B A, B D for kindly looking over the proof sheets, and making necessary corrections and alterations.

L. M. S. COLLEGE
BHOWANIPORE
(the 15th March, 1898)

PREFACE TO THE FOURTH EDITION

In this Edition, the Analysis of Sentences has been fully dealt with, and three valuable Appendices and five new Text Papers with their Answers have been added. This has considerably increased the bulk of the book and has thus necessitated a slight increase in the price.

April 1901

PREFACE TO THE FIFTEENTH EDITION

The book has been thoroughly revised in the light of the recent University Questions. Many of these questions have been Answered and incorporated in different parts of the book. Considerable additions have been made to certain Chapters while some of the most elementary questions have been omitted to avoid repetition and increasing the bulk of the book. Owing to war conditions prices of materials have considerably gone up and we have thus been obliged to raise the price of the book a little.

June 1916

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AIDS TO THE STUDY OF ENGLISH GRAMMAR AND COMPOSITION GRAMMAR

Q 1 Define **English Grammar** and name the **Parts** into which it is usually divided

A 1 *English Grammar* treats of the rules and principles for correctly speaking or writing the English Language. It is usually divided into *five parts*, *viz*, Orthography, Etymology, Syntax, Prosody and Punctuation

PART I ORTHOGRAPHY

Q 2 Define **Orthography**

A 2 Orthography treats of letters, syllables, and the correct way of spelling words

Q 3 How are **letters** divided according to their **form** and **sound**?

A 3 According to *form*, letters are *capital* and *small* and according to *sound*, they are *vowels* and *consonants*

Q 4 When should **capital** letters be **used**?

A 4 *Capital* letters should be used at the *beginning* of every word in the following cases —

- 1 The first word of every book, chapter, letter, or any other piece of writing
- 2 The first word of every line of poetry
- 3 The first word after a full stop, and a note of interrogation or exclamation
- 4 The names of the Deity and the personal pronouns referring to Him
- 5 Proper names and Adjectives derived from them
- 6 Personified common names

- 7 Names of days and months
- 8 Names of particular feasts and historical events, as, the Easter, the Reformation
- 9 Ordinary titles of honour in a direct address as, My Lord, Sir, &c
- 10 Principal words in the titles of books
- 11 The first word of a maxim, an example or a direct quotation

Note that the pronoun I, the interjection O, and most abbreviations, as, M A, A D, etc, are written in capitals. Oh begins with a capital O

Q 5 Define **syllable**, and distinguish between **accent** and **emphasis**

A 5 A *Syllable* is a word or a part of a word that can be pronounced with one effort of the voice. *Accent* is the stress of the voice on a syllable, while *emphasis* is the stress upon some word or words in a sentence to show their importance in it

Q 6 What is the *influence* of *accent* on words?

A 6 The difference of accent marks the difference (a) in parts of speech, or (b) in meaning and parts of speech, as,

(a) in parts of speech

A'bsent (<i>adj</i>)	Absent (<i>v</i>)
A'bstract (<i>adj</i> and <i>noun</i>)	Abstráct (<i>v</i>)
A'ccent (<i>n</i>)	Accént (<i>v</i>)
Conduct (<i>n</i>)	Conduct (<i>v</i>)
Contract (<i>n</i>)	Contract (<i>v</i>)
Convert (<i>n</i>)	Convert (<i>v</i>)
I request (<i>adj</i>)	Frequent (<i>v</i>)
I'mport (<i>n</i>)	Import (<i>v</i>)
Present (<i>n</i>)	Présent (<i>v</i>)
Produce (<i>n</i>)	Prodúce (<i>v</i>)
Progress (<i>n</i>)	Progress (<i>v</i>)
Rebel (<i>n</i> and <i>adj</i>)	Rebél (<i>v</i>)

(b) in meaning and parts of speech

Converse (<i>n</i> and <i>adj</i>)	Converse (<i>v</i>)
I'mport (<i>n</i>)	Import (<i>v</i>)
Present (<i>adj</i>)	Present (<i>v</i>)
O bject (<i>n</i>)	Object (<i>v</i>)
August (<i>n</i>)	Augúst (<i>adj</i>)
Minute (<i>n</i>)	Minute (<i>adj</i>)
Premise (<i>n</i>)	Premise (<i>v</i>)

- Q 7 Are *w* and *y* vowels or consonants ?
- Q 7 *W* and *Y* are vowels when they do not begin a word or a syllable, when they do so, they are consonants, called also *semi-vowels*
- Q 8 Define **diphthong** and **triphthong**
- A 8 A *diphthong* is the union of two vowels, and a *triphthong* the union of three vowels, whose sounds are blended, as *oy* in boy, *eau* in beauty
- Q 9 When are *c* and *g* hard, and when soft ?
- A 9 *C* is *hard* before *a, o, u, l, r, d*, and at the end of a syllable, as, cat, come, cure, clay, cry, strict, heroic *G* is *hard* before *a, o, u, l, r*, and before *ei, est*, and when it is doubled, as, gay, go, guard, glad, gray, stronger, strongest, shaggy Both *c* and *g* are generally soft before *e, i*, and *y*, as, cell, circle, cycle, genders, ginger, gymnastic
- Q 10 When is *h* silent ?
- A 10 *H* is silent after *r*, as, rhetoric, and in *hen, honest, honour* and *hour* Some pronounce it in humble, herb, hospital, hostler and humour, while others do not

PARTS II AND III

ETYMOLOGY AND SYNTAX

- Q 11 Define **Etymology** and **Syntax**
- A 11 Etymology treats of the *Classification, Inflection* and *Derivation* of words Syntax treats of *Concord, Government* and the *Order* of words

CHAPTER I.

CLASSIFICATION

- Q 12 How many **Parts of Speech** are there in English ?
- A 12 There are *eight Parts of Speech* in English, viz, the Noun, the Adjective including the articles, the Pronoun the Verb, the Adverb, the Preposition, the Conjunction, and the Interjection
- Q 13 Define the different **Parts of Speech**
- A 13 A *Noun* is the name of a thing in the widest sense of the word, i.e., the name of whatever exists or may be conceived to exist, as, Ram, horse, Calcutta, charity, size, fleet-

N B—A noun may express even what does not exist, as, nonentity, non-existence

An *Adjective* is a word that limits the application of a noun and increases its meaning. Thus, while the word boy simply means a lad, a *good* boy means not only a lad, but a lad with a desirable quality. Hence the adjective *good* increases the meaning of the noun boy, but as good boy cannot be applied to all boys, *good* limits the application of the noun boy, because good boy means only a small number of boys.

An *Article* is a word put before a noun to show whether it is used in a *definite* or in an *indefinite* sense, as, man (any man), the man (a definite individual).

A *Pronoun* is a word used for noun or anything equivalent to a noun.

A *Verb* is a word used to say something about something else, as well as to command, exhort, entreat, or ask a question.

An *Adverb* is a word used to modify verbs, adjectives, and other adverbs and sometimes nouns, pronouns, prepositions and even conjunctions, for instance —

Even Ram was there (Adv, modifying a noun)

Even he was there (Adv, modifying a pronoun)

Far in a wild, unknown to public view (Adv, modifying a preposition)

He had come here *long before* his brother came (Adv, modifying a conjunction)

A *Preposition* is a word put before a noun or its equivalent to connect it with a noun, an adjective or a verb, as, a man *of* wealth, I sent a book *to* him, proficient *in* Mathematics, he came *from* London.

A *Conjunction* is a word that connects words and sentences together, as, two *and* two makes four. He is happy, *though* he is poor.

An *Interjection* is a word or phrase used to express some sudden emotion of the mind. Properly speaking, it is not a part of speech as it does not enter into the construction of a sentence.

CHAPTER II.

INFLECTION

Q 14 Define **Inflection**

A 14 *Inflection* is the change which words undergo, particularly in the termination to express their various relations and meanings, when they are used in a sentence

Q 15 What are the **different kinds of inflection**? Explain them

A 15 Inflection is of three kinds, *viz.*, Declension, Comparison, and Conjugation (1) *Declension* is the change which nouns and pronouns undergo for distinction of gender, number and case (2) *Comparison* is the change which adjectives and adverbs undergo for difference of Degree (3) *Conjugation* is the change which verbs undergo for distinction of Person, Number, Mood and Tense

Q 16 Name the **uninflected Parts Speech**

A 16 The uninflected Parts of Speech are the Preposition, the Conjunction and the Interjection

SECTION I

NOUNS

Q 17 How many **classes** of nouns are there?

A 17 There are five classes of nouns, *viz.* —

- (1) *Common, general or significant* nouns
- (2) *Proper or meaningless* nouns
- (3) *Collective* nouns including nouns of *Multitude*
- (4) *Material* nouns
- (5) *Abstract* nouns

Of these, the first four are called *Concrete* nouns. There is another kind of nouns called *significant singular* nouns, as, nature, providence

Q 18 Define **Common** noun and state why it is called **significant** also

A 18 A *Common* noun is the name of a *whole class* of things as well as of *every individual thing* of that class. Thus, *man* is the name of a whole class as well as every individual belonging to that class. It is called *significant*, because it has a *meaning*, *i.e.*, expresses not only a thing but also some attributes of the thing, thus, the noun *man* expresses not only an *object* but also the attributes *animality* and *rationality* belonging to that object

Q 19 Define **Proper noun** and state why it is called **meaningless**

A 19 A *Proper* noun is the name of a *single* individual. It is called *meaningless*, because it has *no meaning*, i.e., it does not express any attribute belonging to the individual object it expresses. It is used simply as a mark to point out the object and distinguish it from other objects. Thus, the name *Purnachandra* may be borne by an individual who, instead of being as fair as the full moon may be dark as a Negro, so that *Purnachandra* has no meaning so far as that individual is concerned, it simply points him out and distinguishes him from others. Names of *diseases* are Proper nouns, as, Dysentery, Diarrhoea.

Q 20 Define **Collective noun**

A 20 A *Collective* noun is the name of a group of things considered as a single object, as, fleet which means a group of ships considered as a single object.

Q 21 Define **Material noun**

A 21 A *Material* noun is the name of matter of which things are made, as, gold, silver, stone.

Q 22 Define **Abstract noun**

A 22 An *Abstract* noun is the name of an attribute thought of apart from the object in which it is found as well as from the other attributes of the object, as, virtue, vice, kindness.

Q 23 How can a noun be distinguished from (a) a pronoun, (b) an infinitive mood, and (c) a finite verb?

A 23 (a) A noun differs from a pronoun in this that though a noun and a pronoun are both used as the subject or the object of a finite verb, a noun *directly* signifies a thing, while a pronoun does so *through* the noun for which it is used. (b) A noun differs from an infinitive in this that a noun is *inflected* while an infinitive is *not inflected* at all though both are used as the subject or the object of a finite verb. (c) A noun is used as the subject or the object of a finite verb, but a finite verb is never so used. Again a noun is inflected for gender and case, but a finite verb is not inflected for gender and case. These two facts distinguish a noun from a finite verb.

Q 24 Distinguish (a) between a **Common noun** and a **Collective noun** and (b) between a **Proper noun** and a **Singular noun**

A 24 (a) A common noun is the name of a *whole class* as well as *every individual* of that class, while a collective noun is

the name of the *whole class considered as a single object*, but *not* the name of *every individual* taken separately (b) A proper noun is only a *meaningless* mark for a particular object, while a singular noun has a *meaning*, though it is also the name of a particular object

Q 25 Distinguish between a **Collective** noun and a noun of **Multitude**

A 25 Nouns of *multitude* are a class of collective nouns signifying that the individuals composing a group are thought of *separately*, while a *collective* noun signifies that the individuals are thought of *collectively*. A noun of multitude is therefore used in the *plural* number, while a collective noun is usually used in the *singular* number

Q 26 When can **collective** nouns be used as **common** nouns and in the **plural** number ?

A 26 When collective nouns denote more groups than one they are common nouns and like them are used in the plural number, as, *fleets*, *armies*

Q 27 When are **material** nouns used as **common** nouns and in the **plural** number ? When do they take the article before them ?

A 27 When material nouns denote, (a) a thing instead of the matter of which it is made, (b) distinct portions of matter or, (c) different kinds of matter, they are used as common nouns and like these take the article before them and are used in the plural number, as, (a) *iron*s for fetters, (b) *stone*s for pieces of stone, a stone for a piece of stone, (c) *a wine* for a species of wine

Q 28 Into how many classes can **abstract** nouns be divided ?

A 28 Abstract nouns may be divided into six classes according as they are the names of—

(1) *qualities*, as, *whiteness*

(2) *states*, as, *health*

(3) *actions*, as, *reading*

(4) *feelings*, as, *love*, *hatred*

(5) *mental faculties*, as, *perception*, *imagination*

(6) *arts and sciences*; as, *Mathematics*

Q 29 When are **abstract** nouns used as **common** ?

A 29 (a) When abstract nouns, instead of denoting qualities, denote persons or things possessing those qualities, they are used as common nouns, as, *justices* of the peace, meaning *judges*, the seven *wonders* of the world, meaning wonderful objects (b) When they denote particular

instances of the same quality, state, etc., they are used as common nouns, as, several *deaths* occurred last week

Q 30 How are **abstract nouns** formed ?

A 30 Abstract nouns are formed from *adjectives*, *verbs*, and *other nouns*, as, solidity, punishment, childhood. The *Infinitive* and the *Gerund* are equivalent to abstract noun, as, To err, erring or error is human

Q 31 Does the **abstract noun** **undergo** any **change** in form when it is used as a **common noun** ?

A 31 It then takes the article before it, and may have the plural form, as, the justices of the peace

Q 32 **Distinguish** between the **abstract** noun and the **concrete** noun

A 32 An *abstract* noun denotes a *quality*, while a *concrete* noun denotes the *thing* to which the quality belongs. Humanity is an *abstract* noun but man is a *concrete* noun

Q 33 When can a *Proper* noun be used as a *Common* noun ?

A 33 A proper noun is used as a common noun (a) when it applies to several persons bearing the same name or to one of a particular family, as, the Smiths, a Smith, (b) when similarity of character is meant, as, a Newton, Kalidas is the Shakespeare of India, (c) when a person is little known or thought of, as, a (or one) Mr Brown, (d) or when proper adjectives are used as nouns to denote national names, as, the English

Q 34 In what **different ways** are **nouns** used in a sentence ?

A 34 (1) Nouns are used as the *subject* or the *object* of a sentence, as, a good boy minds his lessons

(2) They are used to *complete* certain *verbs of incomplete predication*, as, He is a merchant

(3) They are used to *complete* certain *transitive verbs* the objects of which do not complete them, as, They made him king

(4) They are used in *apposition* to other nouns, as, William the Conqueror

(5) They are used to form *prepositional phrases*, as, A man of wealth

(6) They are used in the *possessive case*, as, Ram's house

(7) They are used as an *absolute case*, as, His work being finished, he went home

(8) They are used as *adjectives*, as, A gold ring

Q 35 **Enumerate the substitutes** for nouns —

A 35 The following are the substitutes for nouns —

(1) *Pronouns*, as, Ram has lost his book

- (2) *Adjectives* converted into nouns , as, *The good* are happy ,
His *future* is dark
- (3) *Infinitives* , as, I like *to walk*
- (4) *Gerunds* , as, *Reading* is pleasant
- (5) *Phrases* , as, *How to go there* is the question
- (6) *Noun clauses* , as, *That man should be honest* is the command of God
- (7) *Adverbs* converted into nouns , as, the *ups* and *downs* of life

GENDER

Q 36 Distinguish between Gender and Sex

A 36 *Gender* is the grammatical division of words into Masculine and Feminine based on sex or the natural division of animals into Male and Female. Thus, the word *man* is of the Masculine gender, because the animal which the word *man* denotes, is of the Male sex, while the word *woman* is of the Feminine gender, because the animal *woman* is of the Female sex.

Q 37 How many genders are there in English?

A 37 Properly speaking, there are two genders, Masculine and Feminine, as there are only two sexes, Male and Female, on which gender is based.

Q 38 What are Neuter Gender and Common Gender?

A 38 Words denoting *things without life* and therefore without sex are of the Neuter Gender. Words denoting *being of both sexes* are of the Common Gender, as, parent, child, friend, sovereign.

Q 39 Mention some words that are used for both sexes though they are properly masculine or feminine and have feminine or masculine forms respectively.

A 39 These are author, actor, painter, poet, man (as in 'man is mortal'), horse, dog, duck.

Q 40 Distinguish between "she was the greatest poet of her age" and "she was the greatest poetess of her age."

A 40 The former means the *first of either sex*, and the latter means the *first of her own sex*.

Q 41 Of what gender are Abstract, Material and Collective nouns?

A 41 They are of the Neuter Gender.

- Q 42 How many **ways** of **distinguishing gender** are there? Give illustrative examples
- A 42 There are *three ways* of distinguishing Gender — I By different words, as, boy, girl II By a difference of termination, as, prince, princess III By prefixing or affixing different words, as, man-servant, maid-servant, step-father, step-mother, milk-man, milk-woman
- Q 43 Give the **feminine** forms of (a) Beau, Czar, don, hero, infante, signor, Sultan (b) Alexander, Charles, Christian, Francis, Henry, James, John, Joseph, Julius, Louis, Octavius, Phillip, Victor, William
- A 43 (a) Belle, Czarina, donna, heroine, infanta, signora, Sultana (b) Alexandrina or Alexandra, Caroline or Charlotte, Christiana, Frances, Henrietta or Harriet, Jaqueline, Jane or Joan, Josephine, Junia or Juliet, Louisa, Octavia, Philippa, Victoria, Wilhelmina
- Q 44 Give the **feminines** of —Mr, sir, gander, diake, \otai\, singer, ant, printer, marquis, widower, (C U P 1875, 1885 and 1901)
- A 44 Mrs, madam, goose, duck, votaress, singress, she ant, printress, marchioness, widow
- Q 45 Give the **masculines** of —Widow, countess, sow, bride, spinster, duck, witch, hind, roe, mare, belle, lass, mice, dam (M U and P U Papers)
- A 45 Widower, count, boar, bridegroom, bachelor, diake, wizard, stag, hart, horse, beau, lad, nephew, sire
- Q 46 Mention some **nouns** of the **common gender** having **separate words** for **both genders**
- A 46 Child—son, daughter
Fowl—cock, hen
Parent—father, mother
Sovereign—king, queen
- Q 47 Mention some words with **double feminine suffix**
- A 47 Seamstress, songstress, spinstress, tapstress (*ster* + *es*)
- Q 48 Mention some words of the **masculine gender** derived from the **feminine**
- A 48 Bridegroom, drake, gander, merman, widower, wizard
- Q 49 What is **poetic gender**?
- A 49 When the masculine or the feminine *gender* is assigned to nouns denoting inanimate objects that are *personified*, i.e., described as *human beings*, it is said to be *poetic gender*
- Q 50 Mention the **principles** that **guide** the **process** of

assigning the masculine or the feminine gender to inanimate objects

- Q 50 (a) Nouns denoting things possessed of *strength, superiority, sublimity*, &c are said to be of the *Masculine* gender, as, Autumn, Death, Love, the Sun, Time, Winter, War, &c (b) Nouns denoting things possessed of *beauty, fertility, inferiority*, &c are said to be of the *Feminine* gender, as, charity, justice, the Earth, the Moon, Nature, Peace, Spring, Truth, &c
- Q 51 Mention some nouns of the feminine gender that have no corresponding **masculine** form
- A 51 Amazon, brunette, dowager, laundress, milliner, seamstress, shrew, siren, virago

NUMBER.

- Q 52 Define **number**
- A 52 *Number* is the distinction between nouns to indicate *one* thing or *more than one*
- Q 53 What **class of nouns** properly does **admit** of the **plural** form? Can the others be pluralized?
- A 53 *Common* nouns alone properly admit of the plural form, the *rest* may be *pluralized* when they are used as *common* nouns
- Q 54 Name the **plural suffixes** and state with examples the **prominent rules** of forming the plural
- A 54 The plural suffixes are *s* and *es*
- Rule 1 The plural of nouns is *generally* formed by adding *s* to the singular, as, thing, things
- Rule 2 Nouns ending in *ch* (soft), *s*, *sh*, *i*, *z*, or in *z* and *o* after a *consonant* have *es* in the plural, as, watches, glasses, dishes, boxes, topazes, alkalies, heroes
- Rule 3 Nouns ending in *ch* (hard) and in *o* after a vowel take *s* in the plural, as, monarchs, folios
- Rule 4 Nouns ending in *f* or *fe* change *f* or *fe* into *ves*, as, leaves, wives
- Rule 5 Nouns ending in *y* after a *consonant* change *y* into *ies*, as, ladies. Nouns ending in *y* after a *vowel* retain *y* and take *s*, as, days
- Q 55 How are the following **sets of nouns** pluralized?
- (a) buffalo, cargo, echo, negro, potato, volcano
- (b) canto, duodecimo, giotto, octavo, portico, quarto, folio

(c) cliff, brief, chief, dwarf, grief, proof, roof, safe, stove, serf, turf

(d) ox, child, brother

A 55 Those in (a) take *es* in the plural according to the usual rule (*Rule 2*), those (b) and (c) take *s* only, and those in (d) take *e*, child having children and brother having brethren in the plural

Q 56 How do you form the plural of **man** and words ending in **man**?

A 56 Man and the compounds of man (=human being) have *an* changed into *en*, as, *Men*, *Englishmen*, *Chinamen*, *Clergymen*, while words ending in man when man is not used in the sense of human beings take *s* in the plural, as, *Mussulmans*, *Germans*, *Turkomans*, *Ottomans*

Q 57 How is the plural of compound words formed?

A 57 (a) The *principal* word in the compounds is pluralized, as, *fathers-in-law*, *step sons*, *washer-men*. But in compounds in which the separate words are so connected that no meaning is conveyed unless the whole is mentioned, *s* is added *at the end*, as, *forget me-nots*, *handfuls*. (b) Some compounds where the union of words is less complete, have *s* added *at the end*, as, *poet laureates*, *major generals*, *knight-errants*, *price currents*. (c) Some compounds have both the simple words pluralized, as, *knights-templars*, *lords-justices*, *men servants*, *women-servants*, *lords lieutenants* (*Man-servants*, *woman-servants* also occur)

Q 58 How do you form the plural of (a) individual letters and numerals and (b) words that are not nouns?

A 58 (a) The plural of individual letters and numerals is formed by (*'s*) and (b) that of words that are not nouns, according to the usual rule as, (a) your *i's* and *j's* are very clumsy, there are two *3's* and four *9's* in this sentence (b) All the *whoes* and *whiches* in the given sentence are co ordinating

Q 59 Give the plurals of **Mr**, **Mrs**, **Miss Brown**

A 59 *Messrs*, *Mesdames*, *Misses Brown* or *Miss Browns* or even *Misses Browns*

Q 60 How are the following words pluralized - **Criterion**, **datum**, **gymnasium**, **medium**, **memorandum**, **momentum**, **phenomenon**, **stratum**?

A 60 Final *um* or *on* is changed into *a*, as, *criteria*, *data*, etc

Q 61 How are the following words pluralized — **analysis**, **axis**, **basis**, **crisis**, **ellipsis**, **emphasis**, **oasis**?

- A 61 Final *r* is changed into *er* as, analyses, axes, etc
- Q 62 Give the plurals of the following —focus, formula, index, radius, vertex, dogma, genus
- A 62 Foci, formulæ or formulas, indices or indexes, radii or radiuses, vertices, dogmata or dogmas, genera
- Q 63 Give the plurals of cherub, seraph, bandit, madam, madame (*/*), virtuoso
- A 63 Cherubim or cherubs or seraphim or seraphs, banditti or bandits, mesdames, virtuosi
- Q 64 Give the plurals of—beru, salmon, echo, elf, phenomenon, Governor General, man servant, man-of-war, Lord-Lieutenant, Lieutenant-Governor, fray, axis, memorandum, volcano, piano, cuckoo, lady-in-waiting, grief, wharf aurito syllabus, sheep (anto staff, distaff, Major-General, Commander-in-Chief, summons, Norman, footman, premise, minute, series, colloquy, knight-templar (C U P, A U P, P U P, B U P and M U P of different years
- A 64 Beaux, same form in singular and plural, echoes elvcs, phenomena, Governor-Generals, men servants, men-of-war, Lords-Lieutenants, Lieutenant-Governors, frays, axes, memoranda, volcanoes, pianos, cuckoos, ladies-in-waiting, griefs wharfs, quartets, syllabuses, itself plural, cantos, staves or staves, distaffs, Major-Generals, Commanders-in-Chief, summonses, Normans, footmen, premises, minutes, same form in singular and plural, colloquies, knights templars
- Q 65 Mention some nouns that are alike in both numbers and state how the number of these nouns is distinguished
- A 65 Apparatus, series, species, superficies, deer, sheep, swine, salmon, heathen, cannon The singular of these nouns is distinguished from the plural by placing articles, demonstratives or numerals before them, as, *a* series, *a* deer, *this* sheep, *a* or *one* cannon, *ten* cannon
- Q 66 In what number are mathematics, optics, conics and similar names of sciences used?
- A 66 They are used in the *Singular* number, as, mathematics is a useful subject, conics is now taught in F A Classes
- Q 67 Mention some nouns having two plural forms with different meanings, and give the plurals with their meanings

A 67	<i>Singular</i>	<i>Plural</i>
	Beef	{ 1 Beefs (kinds of beef) 2 Beeves (oxen)
	Brother	{ 1 Brothers (sons of the same parents) 2 Brethren (persons of the same society or members of the same profession)
	Cloth	{ 1 Cloths (kinds or pieces of cloths) 2 Clothes (garments)
	Die	{ 1 Dies (stamps for coining) 2 Dice (small cubes for gaming)
	Fish	{ 1 Fish (the species collectively) 2 Fishes (number) (<i>Rare</i>)
	Genius	{ 1 Geniuses (men of original mental powers) 2 Genu (imaginary spirits)
	Index	{ 1 Indices (signs in Algebra) 2 Indexes (to a book)
	Pea	{ 1 Peas (separate seeds) 2 Pease (the species)
	Penny	{ 1 Pence (mere value, in a collective sense) 2 Pennies (distinct penny pieces)
	Shot	{ 1 Shot (number of balls) 2 Shots (number of times fired)
	Staff	{ 1 Staves (sticks or poles) 2 Staffs (bodies of officers in various departments as, the general's staff, editorial staff, teaching, staff)

Q 68 Mention some nouns having one meaning in the singular and another in the plural

A 68

<i>Singular</i>		<i>Plural</i>
Advice=counsel		Advices=information
Air=atmosphere	...	Airs=demeanour
Circumstance=situation		Circumstances=worldly condition
Compass=range	..	Compasses=an instrument
Force=strength		Forces=Arms
Good=benefit		Goods=movable property
Iron=a metal		Irons=setters, smoothing irons &c
Physic=a medicine		Physics=a science
Return=coming back		Returns=statistics, income
Sand=material		Sands=a sandy tract of land, sea-shore
Vesper=evening		Vespers=evening service

Q 69 Mention some nouns having one meaning in the plural and two meanings in the singular, one of which agrees with that in the plural

A 69

<i>Singular.</i>		<i>Plural</i>
Abuse=1 wrong use 2 reproach	}	Abuses=wrong uses
Foot=1 part of body 2. infantry	}	Feet=parts of body
Horse=1 animal 2 Cavalry	}	Horses=animals
Light=1 of a lamp 2 a lamp	}	Lights=lamps
People=1 nation 2 persons	}	Peoples=nations
Powder=1 mixture 2 for guns	}	Powders=mixtures
Wood=1 material 2 forest	}	Woods=forests

Q 70 Mention some nouns having two meanings in the plural, one of which agrees with that in the singular

A 70

<i>Singular</i>	<i>Plural</i>
Colour=hue	Colours=1 hues 2 flags of a regiment
Custom=habit	Customs=1 habits 2 revenue duties
Effect=result	Effects=1 results 2 goods
Manner=mode	Manners=1 modes 2 behaviour
Number=in counting	Numbers=1 in counting 2 poetry
Pain=suffering	Pains=1 sufferings 2 troubles, care
Part=portion	Parts=1 portions 2 abilities
Premise=a given proposition in a reasoning	Premises=1 propositions 2 buildings
Quarter=a fourth part	Quarters=1 fourth parts 2 lodgings

Q 71 Mention some **nouns** used **only** in the **plural**

A 71 Aborigines, annals, antipodes, ashes, assets, archives, arms (weapon), auspices, bellows, billiards, bowls, calends, credentials, drawers, dregs, embers, entrails, fetters, martins, measles, nones, nuptials, oats, obsequies, pantaloon, pincers, premises, proceeds, scissors, shambles, shears, snuffers, spectacles, thanks, tidings, tongs, trappings, trousers, vespers, victuals, vitals, wages

Q 72 Name some **common nouns** used **only** in the **singular**

A 72 Furniture, scenery, poetry, issue (=children), offspring (=children), hair (when attention is not drawn to number)

Q 73 Comment on the **number** of the following words — alms, amends, ewes, gallows, means, news, odds, pains, riches, small-pox, summons and tidings

A 73 *Alms*, though really singular in form, is now commonly *plural*, as, *these alms* will do good to the poor
Amends is used in *both numbers*, as, to make an amends, amends were made
Ewes, though a true singular, is now always *plural*
Gallows a true plural, is now used as *singular*

Means is used in *both numbers*

News is now always *singular*

Odds is used in *both numbers*

Pains—(trouble taken, effort), is *generally singular* though sometimes *plural*

Riches, a true singular, is now always *plural*

Small-pox is *plural*, but as the name of a disease, it is *singular*

Summon is *singular* having summonses for its plural

Tidings is always *plural*

Q 74 Shew that sometimes nouns expressing number or quantity have the plural inflections dropped when they have a numeral adjective before them

A 74 A ten *supra* note, a three *foot* rule, five *pound* weight, a fleet of ten *sail*, two *dozen* bottles, forty *head* of cattle, an eight-*day* clock, four *pair* of shoes, a (=one) *thousand* men, three *score* years and ten, a five-*year* old horse

Q 75 When are material and abstract nouns pluralized?

A 75 (i) When material nouns denote different (a) *kinds* or (b) *portions* of matter or when (c) *things made of it* are meant, they are used as common nouns and like them, are pluralized, as, (a) *sugars*, *teas* (different *kinds*), (b) *stones* (different *portions* or *pieces*), (c) *irons* (for *fettlers*, &c., things made of iron) (ii) When an abstract noun signifies (a) *particular actions* or *particular examples* of a quality or (b) *a person or thing possessing quality or doing an action*, it is pluralized, as, (a) *kindnesses*, (b) *justices* for judges, *wonders* for wonderful things

Q 76 When are Proper nouns pluralized?

A 76 Proper nouns take a plural form, when they apply to several persons, as, the *Smiths*

Q 77 (a) Give (with meanings) the two forms of the plural of the following —*Penny, Cloth, Pea, Brother, Die, Index* (C U P 1876)

(b) In what sense are the following words used when they do not admit of a plural —*Foot, Horse, Powder, Light* (C U P 1875)

(c) What are the two meanings of the plural forms —*Pains, Customs, Letters*? (C U P 1876)

(d) Give the different meanings of the singular and plural

forms — *Compass, compasses, corn, coins, iron, ions, good, goods, circumstance, circumstances*
(C U P 1876)

- A 77 (a) See Answer to Q 67
(b) See Answer to Q 69
(c) See Answer to Q 70
(d) See Answer to Q 68

PERSON

- Q 78 In how many *persons* are nouns used ?
A 78 Nouns are generally used in the *third person* but they are also used in the (a) *first persons* in apposition with the first personal pronoun, and in the (b) *second person* in the *case of address*, as, (a) We, the *students* of the Entrance Class, beg leave to state that &c (b) Silence, *boys*

CASE

- Q 79 What is **case** ? How many **cases** are there in English, and for which of them is there a **change of form** in the noun ? How are the others **distinguished** ?
A 79 Case is the *inflection* of the noun or pronoun to show its *relation to other words*. There are *three cases*, the Nominative, the Objective and the Possessive. It is for the *possessive case* only that there is a *change of form* in nouns, the nominative and the objective being alike in form and known from their *position* and *sense* in the sentence thus, in 'Ram's book,' *Ram* has undergone a change in 'John has a horse,' *John* is in the nominative and *horse* is in the objective case
- Q 80 How is the **Possessive Singular** formed ?
A 80 The Possessive Singular is formed by adding an *apostrophe* and *s* to the nominative, as, man's
- Q 81 How is the **Possessive Plural** formed ?
A 81 The Possessive Plural is formed by adding *only an apostrophe* if the *plural ends in s*, but by an *apostrophe and s* if the *plural does not end in s*, as, kings', men's
- Q 82 **Account** for the following **exceptions** to the general rule for the possessive singular — For Jesus' sake, conscience' sake, justice' sake, goodness' sake, righteousness' sake

- A 82 When the *singular* noun ends in *s* or *ce* and is followed by the word *sake*, the *s* is dropped for avoiding too many hissing sounds
- Q 83 What is the rule for forming the possessive case of Proper nouns ending in *s*?
- A 83 The general rule is usually, though not uniformly, followed, as, James's, Charles's Chambers's, Smiles's, *but* Socrates' Writers again widely differ in this respect as, Moses's (*Bain*) Moses' law (*Nisfi'd*), Euripides drama, (*Bain*), Euripides's drama (*Rowe*) In poetry, the *s* is frequently dropped, as, Bacchus', Æneas', Hellas'
- Q 84 How is the Possessive of the following formed —
(a) compound nouns, (b) nouns in apposition, (c) phrases or names consisting of several words (d) two or more nouns connected by *and* and signifying persons in some way related?
- A 84 In all these cases the (*s*) is *affixed to the last word*, as, (a) son-in-law's, (b) William the Conqueror's, (c) the Government of India's the Duke of Connaught's, (d) John, James, and William's farm, Mr and Mrs Brown's compliments
- N.B.—When the persons are in no way related, the sign of the Possessive is attached to each noun, as, The secretary's and the treasurer's accounts
- Q 85 Change into the correct possessive form without altering the sense, the expressions in *italics* —
(a) The house *belonging to K D Pal and R C Biswas* is to let, (b) The door *leading out of the verandah* is open, (c) I took leave *for six months* (d) I heard that speech *you made* about me (C U P 1875)
- A 85 (a) K D PAL and R C Biswas's house is to let, (b) The door of the verandah is open, (c) Six months' leave, (d) Heard your speech about me
- Q 86 When can nouns be omitted after the possessive case?
- A 86 (a) When nouns denote place or building, they may be omitted after the Possessive case of *nouns* but *not* of *pronouns*, as, Thacker, Spink and Co's (shop) St Paul's (Cathedral) I went to Ram's (house) but *not* "I went to *his*" (b) Nouns are also omitted after the possessive forms *mine, thine, &c*, when the nouns to which they refer are previously mentioned, as, this book is yours (c) They are also omitted after the double possessive forms, *of mine, of thine, &c*, as, a friend of mine

Q 87 **Comment** on the use of the **possessive** with **of** before it

A 87 (a) The *Possessive* with *of* before it is sometimes used to signify *one out of several*, as, a friend of mine, meaning *one out of several* friends (b) Sometimes the *of* before the possessive has an *appositional* force, as, that beautiful face of your brother's = *that beautiful face, namely, your brother's face* (c) Sometimes the possessive with *of* is *emphatic*, as, I start at the sound of my own

Q 88 **Distinguish** between a bust of Cicero and a bust of Cicero's

A 88 The first means a *representation* of Cicero, the second means one of several busts in Cicero's possession

Q 89 In what way other than by using **Possessive** in **inflection** can the meaning of the **Possessive** case be expressed?

A 89 The meaning of the *Possessive* case is sometimes expressed by *of* with the objective case after it, as, the roof of the house

Q 90 (i) When is the **possessive inflection** used, and (ii) When **of** with the objective case after it?

A 90 (i) (a) The possessive inflection is used with nouns denoting *persons, animals* and *personified objects*, as, Ram's book, the horse's hoof, the mountain's brow (b) It is used in some *idiomatic* expressions with the word *sake*, as, for thy name's sake (c) It is used with nouns denoting *time, space, or weight*, as, a month's leave, a stone's throw, a pound's weight (d) It is used with nouns denoting the *powers of the human mind*, as, reason's voice, fancy's flight (e) It is used in some *familiar expressions*, as, at one's wit's end, out of harm's way, to one's heart's content, at one's fingers' ends, for mercy's sake, to his journey's end (ii) *Of* with the objective case is used for both *living beings* and *inanimate objects*, as, the property of Ram, the price of the book

Q 91 What do you mean by the **Direct** and the **Indirect** Object?

A 91 The *Direct* object is that which *completes the predicate*, as, I saw a lion The *Indirect* object is that *to or for* which anything is done, as, Give *him* the book, bring *me* a glass of water

Q 92 What is a **Factive** Object?

A 92 Certain *transitive* verbs take two objective cases one

of which signifies the *person* and the other *office*. That which signifies the *office* is the factitive object, as, They made William *king*.

Q 93 What is a **Cognate Object**?

A 93 *Intransitive* verbs sometimes take an objective case after them having a meaning *referred* to their own, as, to run a *race*, to live a happy *life*. This is called the *Cognate Object*.

Q 94 What is an **Absolute Case**?

A 94 When a *nom* or a *pron* together with a participle referring to it forms a phrase used as a part of a complete sentence, it is called an *Absolute Case*, as, *He* being ill his brother acted for him. Sometimes the *participle* is omitted, as, *Sword in hand* he rushed into the thickest of the fight.

Q 95 What is meant by a **Retained Object**?

A 95 When one of the two objects governed by a verb in the Active Voice is *retained* when the verb is turned into the Passive Voice, it is called the *Retained Object*, as, He was taught *Latin*.

Q 96 What is an **Adverbial Object**?

A 96 Nouns or pronouns in the objective case signifying *time*, *space*, *value*, *manner* and *degree* are sometimes used after verbs and objectives with the force of an adverb. They are then called *Adverbial Objects*, as, He will come here *to day*, he is 60 *years* old, he lay buried many *miles* from his house, this book is worth *preserving*, it cost me ten *rupies*, he is worthy the *name* of a patriot, he advanced *step* by step, I am yours *body* and *soul*. He comes here three *times* in the week.

SECTION II ADJECTIVES

Q 97 Classify Adjectives in a tabular form

ADJECTIVES				
QUALIFIATIVE, denoting <i>quality</i> , happy, good, &c	QUANTITATIVE	PRONOMINAL	PROPR, as, English, Irish, both in [This class of Adjec- tives is, properly speaking, gener- ally <i>qualitative</i> . Hence there are three main class- es of adjectives.]	
	QUANTITY in <i>mass</i> , much, little, great, small, any, some, &c	QUANTITY in <i>number</i>		
		INDEFINITE NU- MERAL, all, one, many, any, cer- tain, several, few, most, all, whole	DISTRIBUTIVE, NUMERAL, each, every, either neither	
		ORDINAL, signi- fying the <i>position</i> of an object in a <i>series</i> , first, second, &c	MULTIPLICATIVE, signifying <i>how many times</i> one object exceeds another, single, double, two fold, triple, three fold, quad- ruple, four fold, &c	
CARDINAL, signi- fying <i>total num- ber</i> , one, two, three, &c	DEMONSTRATIVE, this, that, &c	RELATIVE, what, which, &c	INTERROGATIVE, what, which, &c	POSSESSIVE, mine, thine, my, thy, &c

- Q 98 Mention the general rule for the comparison of Adjectives
- A 98 The *comparatives* and *superlatives* of Adjectives of *one* or *two* syllables are formed by adding *r* or *er* and *st* or *est* respectively to the positive degree, as, greater, happier, greatest, happiest. Adjectives of *more than two* syllables are compared by *more* and *most*, as, *more* or *most* beautiful. For the sake of *euphony* an adjective of one syllable may be compared by *more* and *most*, as, *more* true, *most* fair. Adjectives of *any* syllable may be compared by *less* and *least*, as, less fair, least fair, less troublesome, least troublesome.
- Q 99 When is the comparative degree used and when the superlative?
- A 99 When *two* things are compared, the *comparative* degree is used, as, Ram is *wiser* than Shyam. When *selection* out of a number of objects is meant, the *superlative* is used, as, Jadu is the *best* of the four brothers.
- Q 100 When is the comparative followed by *than* and when by *of*?
- A 100 When *two* things or *two* groups of things of *different* classes (real or imagined) are compared the comparative is followed by *than*, as, dogs are *more* useful *than* cats. He is *more* intelligent *than* his brothers. When *selection* out of *two* is meant it is followed by *of*, as, the *noblest* of the *two*.
- Q 101 Can the superlative be used with reference to *two* objects?
- A 101 The *superlative* is used with reference to *two* objects when *selection* out of *two* is meant, as, the *best* of *two*.
- Q 102 What adjectives do not admit of comparison?
- A 102 (a) *Pronominal* adjectives (this, his, my, &c), (b), *definite numeral* adjectives (two, four, third, fourth, &c), (c) *qualitative* adjectives expressing the *highest degree* of quality, as, extreme, perfect, right, true, false, and (d) *qualitative* adjectives having no *shades of meaning* (i.e., having no *variation* in the *degree* of the quality which the words denote), as, square, perpendicular, &c, do not admit of comparison.
- Q 103 What peculiarity of meaning arises from the comparison of (c) and (d) in the above?
- A 103 The superlative of (c) is emphatic. The comparatives of (c) and (d) instead of expressing a greater degree of quality

than the positive, as those of the ordinary qualitative adjectives do, always expresses a *smaller* degree of quality than the positive. If we say that one statement is *more true* than another, we mean that the first approaches *nearer to absolute truth* than the second but is *not absolutely true*. We do *not* mean that the first expresses a greater degree of quality than the simple adjective *true*.

- Q 104 Distinguish between the following pairs of words and expressions — (a) *less* and *lesser*, (b) *elder* and *older*, *eldest* and *oldests* (c) *farther* and *further*, (d) *later* and *latter*, *latest* and *last*, (e) *nearest* and *next*, (f) *much* and *many*, (g) *my* and *mine*, (h) *little* and *a little*, (i) *not a few* and *many*, (j) *not inconsiderable* and *considerable*, (k) *each other* and *one another*, (l) *every third hour* and *every three hours*, (m) *no other than* and *no other besides*, (n) *the other day* and *some other day*, (o) *the one* and *the other*.

- A 104 (a) *Less* is the comparative of *little* as a *quantitative* adjective. When *little* is used as a *qualitative* adjective the *double* comparative form *lesser* is often used, as, *Lesser* Barons, the *lesser* evil of two. Again, *less* is both an *adjective* and an *adverb*, while *lesser* is only an *adjective*. *Less* may be considered as a *noun*, as, in 'He gave you less than you deserve.'

(b) (i) *Elder* and *eldest* are applied to *persons only* and have reference to members of one family. *Older* and *oldest* are applied both to *persons* and *things*. (ii) *Elder* draws attention, not so much to greater age, as to the *relation of presedence* which is of course the result of greater age, *older* signifies 'of greater age', as, *elder brother*, *older persons* or *things*. (iii) *Eldest* means *first born*, *oldest* means *of the greatest age*, as, the *eldest brother*, the *oldest person* or *thing*.

(c) *Farther* properly signifies *distance*, while *further* signifies *addition* or *more in advance*, as, the *farther* end of the street, we have nothing *further* to say.

(d) *Later* and *latest* refer to *time*, *latter* and *last* to *order*.

(e) *Nearest* denotes *distance*, *next*, *order*.

(f) *Much* refers to *quantity*, *many* to *number*.

(g) *My* is used *with* nouns, *mine*, *without* nouns, when the person or thing to which it refers is previously mentioned.

(h) *Little* is *negative* and means *hardly any* or *not much* as, he has *little* money, while *a little* is *affirmative* and means *some*, as, Give him *a little* milk.

(i) *Not a few* is *more emphatic* than *many*.

(j) *Not inconsiderable* is less emphatic than *considerable*

(k) *Each other* refers to *two*, *one another* to *more than two*

(l) *Every third hour* means at the expiration of *two* hours, *every three hours*, at the expiration of *three* hours or it is equivalent to *every fourth hour*. Thus, if a person or to take medicine *every third hour* and takes it first at 10 o'clock he is to take it again at 12 o'clock, but if he is to take it *every three hours*, he is to take it again at 1 o'clock

(m) *No other than* means *different from, except*, and implies the *exclusion of all except those of a certain description, character or order*, as, no person other than a hero is capable of doing this. It sometimes implies *identity*, as, he is no other than my brother. *No other besides* means *in addition to* and implies the *exclusion of all persons or things except those named*, as, I have no other friends besides Ram and Hari, I have no other books besides these. *N B*—In *negative* expressions, *none but* or *no one else except* is more frequently used than *no other besides*

(n) *The other day*=*lately (past)*, as, he came the other day. *Some other day*=*some uncertain day (future)*, as, come some other day

(o) *The one*=the *first* of two, *the other*=the *second* of two

Q 105 Comment on (a) *every other* day, (b) *some* day or *other*, (c) *either* way you will be a gainer, (d) *either* side of the river, (e) there is a *very* life in our despair, (f) his *very* friends stood against him, (g) the *very* words of the writer, (h) *some* 50 men, (i) *many* a flower

A 105 (a) *Alternate* day, (b)=sooner or later, (c) any one of two, (d)=each side, (e) *very*=real, (f) *very*=self-same, themselves=*even* his friends &c, (g) *very*=exact, (h) *some*=about, (i) *many* is followed by a singular noun preceded by *a* or *an* (=one), and if the noun is in the nominative case, the verb is singular, as *many a flower is* born to blush unseen

Q 106 Distinguish between *each* and *every*

A 106 *Each* and *every* both refer to the *individuals* of a group, *each* draws special attention to the *sub-division* of the group, while *every* draws special attention to the fact that the *individuals taken together make up* the group

Q 107 Mention some adjectives that take an objective case after them

- A 107 Like, unlike, near, next, and worth take an objective case after them, as, Her princely guest was next her side (*Note that next is often followed by to before the object, it is then considered by many to be a preposition*)
- Q 108 Mention some **adjectives** that are *followed, not by than, but by to*
- A 108 Superior, inferior, prior, senior, interior, ulterior, &c take *to* and not *than* after them
- Q 109 Mention some **comparatives** that **do not enter** into the construction of **comparative sentences** and therefore do not require **than** or **to** after them
- A 109 These are former, latter, inner, outer, upper, neither, elder, hinder, major, minor
- Q 110 Mention instances of **adjectives** used as **abstract nouns**
- A 110 A treatise on the *beautiful* and the *sublime*, *i.e.*, beauty and sublimity
- Q 111 Mention some words that are **adverbs** or **prepositions** in the **positive degree**, but **adjectives** in the **comparative** and **superlative**
- A 111 Far (adv), farther and farthest (adj), forth (adv), further and furthest (adj), in (prep), inner and inmost or innermost (adj), out (adv), outer, utter and utmost or uttermost (adj), up (adv or prep), upper and uppermost (adj)
- Q 112 Give examples of **adjectives** used as **nouns** and **nouns** as **adjectives**
- A 112 The *good* are happy, a *gold* ring
- Q 113 Give examples of **adjectives** used as **adverbs** and **verbs**
- A 113 Drink *deep* (adv) To look one *full* (adv) in the face The sun *dries* (verb) the earth
- Q 114 Distinguish between the **first two** and the **two first**
- Q 114 The *first two* means the *first* and *second* of one series and implies the *second two*, the *third*, two &c, (*i.e.* a class of things is divided into several portions, each of which contains two individual things) The *two first* means the *first* of *each* series, thus implying *more than* one series
- Q 115 Give rules for the use of **whole**, the **whole** and a **whole**

A 115 *Whole* is used before *common* or *collective* nouns in the *plural number*, and means *several*, *entire*, as, whole districts, whole nations. *The whole* (*entire*) may be used before common nouns, as, the whole book, but *not* before proper nouns *unless* followed by *of*, as, the whole of Bengal. *A whole* means *entire*, as a whole orange.

Q 116 What are the substitutes for the adjectives?

A 116 The following are the substitutes for the adjectives — (a) *The adjective clause*, as, a case which creates a great sensation = a sensational case, (b) *the participial phrase* as, a wound resulting in death = a mortal wound, (c) *the prepositional phrase*, as, a man of wealth = a wealthy man, (d) *nouns or grounds*, as, gold ring, drinking water, (e) *nouns or pronouns in the possessive case*, as, my book, Ram's house, (f) *adverbs*, as, the then king, (g) *prepositions*, as, the up train.

Q 117 What are the two principal uses of the adjectives?

A 117 Adjectives are used either *along with nouns*, or *predicatively*, as, an intelligent boy, this boy is intelligent.

Q 118 Form adjectives from — *lie*, *fraud*, *joke*, *greed*, *whole*, *winter*, *style*, *marvel*, *season*, *iron*, *miser*, *labour*, *habit*, *circuit*, *gold*, *silver*, *circumstance*, *stone*, *child*, *picture*, *sense*, *heart*, *burden*, *contempt*, *star*, *brass*, *earth*, *wool*, *hair*, *bounty*, *passion*, *nature*, *ignorance*, *might*, *peace*, *war*, *fish*, *body*, *land*, *brine* (*C U P*, *A U P*, *B U P*, *M U P*, and *P U P*, of different years).

A 118 *Fier*y, *fraudulent*, *jocose*, *greedy*, *wholesome*, *winty*, *stylish*, *marvellous*, *seasonable*, *irony*, *misely*, *laborious*, *habitual*, *circuitous*, *golden*, *silvery*, *circumstantial*, *ston*y, *childish*, *picturesque*, *senseless*, *sensuous*, *sensual*, *hearty*, *burdensome*, *contemptuous*, *starry*, *brazen*, *brassy*, *earthen*, *earthy*, *wooly*, *hairy*, *bounteous*, *bountiful*, *passionate*, *natural*, *ignorant*, *mighty*, *peaceful*, *warring*, *fishy*, *bodily*, *metallic*, *boyish*, *landed*, *briny*.

THE ARTICLES

Q 119 Why is *a* or *an* called the Indefinite Article and *the* the Definite Article?

A 119 *A* or *an* is called the Indefinite Article because though it signifies one of a class, it does not point out a definite one. *The* is called the Definite Article, because, placed before a noun, it indicates that the noun is somehow or other *defined* or *particularised*.

N B — Many are under the impression, that if *the* is placed before a noun, the noun is defined, while the fact is

that unless a noun is *first* defined, *the* can neither define it, nor can it be placed before it. Thus, if I say "Let me have *the* book" no one will understand which book I mean, though *the* is placed before *book*. This shows that *the* does not define the noun *book*. But if I say "Let me have the book on the table," everyone will understand which book I mean, not because *the* is placed before *book* but because *book* is defined by the phrase *on the table*. *The* is thus only a *mark*, placed before a noun that is somehow or other *defined* to show that it is defined.

- Q 120 What form of the indefinite article should be used before the following sets of words and why? (a) Man, book, (b) useful book, unit, ewe, European, eunuch, eulogy, universal, proposition, one, (c) B A, B D, D Sc D L (d) ocean, eagle, (e) hour, heir, honourable, humble, (f) heroic, historic, harmonic, hypothesis, habitual, (g) V A, LL D, L M S

- A 120 *A* is used before the words in (a) because it is used before *consonants*,—before the words in (b) because it is used before *vowels* with the *sound of consonantal y* and the *sound of w* in "a one", (some say an universal),—before the abbreviated words in (c) because they begin with a *consonantal sound*. *An* is used before the words in (d) because it is used before *vowels*,—before the words in (e) because it is used before *silent h*,—before the words in (f) because it is used before *h* *sounded* when the *accent* is on the *second* syllable (Note that it is *a* hypothetical and *not an* hypothetical, because the accent is, not on the *second* syllable, but on the third),—before the words in (g) because they begin with a *vowel sound*.

- Q 121 Mention with illustrative examples, the rules for the use of the Indefinite Article having reference to words and not to letters

- A 121 I Every Common noun in the singular number should have the Indefinite Article before it unless it is preceded by such words as *one, the, this, my, each, very, &c*. Such a noun is equivalent to a Sanskrit शब्द or uninflected word and as a शब्द say पितृ unless it is inflected, can have no place in a sentence, so a Common noun in the singular number without the Indefinite Article before it can have no place in a sentence, except when preceded by the words mentioned above. Thus, we cannot say 'book on the table', we must say, 'a or the book on the table'.

II The *Indefinite Article* is used before a Common noun in the singular number, to denote *the species*, as, *A triangle* is a three sided rectilineal figure, meaning *any* triangle or *all* triangles. This is called the *generalising a*

III The *Indefinite Article* is used before a Common noun in the singular number, to denote an *individual*, though not a definite individual, as, *a poor woman* had a stall in the Municipal Market This is called the *individualising a*

IV The *Indefinite Article* is used before *significant singular* nouns when they are used as *common* nouns, as, "Is there *a* God to trust in?" "Are we really in the hands of *a* God whose synonym is love?" Here God is a significant singular noun used as a common noun, and hence *a* is used before it

Q 122 (a) Distinguish between *a* and *one* and *the* and *that*
(b) Shew that *a* is sometimes equal to *one*

A 122 (a) *A* and *one* both signify number, but *a* draws attention more to the species to which the object denoted by the noun it belongs Thus "*a* book" means an object of the species book and not pen or anything else *One* draws attention more to the number than to the species Thus "*one* book" implies not two or more *That* is more *emphatic* than *the* (b) In "*one* at a time," "*in a* day or two," *a* is equal to *one*

Q 123 When can the article be omitted before common nouns?

A 123 The article may be omitted before (a) a common noun denoting the whole class, as, man is mortal, and (b) a *descriptive noun* indicating rank, occupation, title, profession, &c, used in *apposition*, as, *Father* Lafont, *Doctor* Johnson, *General* Washington, *Queen* Mary, He turned *shop-male*, He is *hen* to his uncle, They made him *king* (c) It is omitted before the days of the week and before the names of the months, as, Monday, Tuesday, April, May (d) It is omitted before nouns in the *Case of Address*, as, "That, *father*, will I gladly do" "*Mother*, oh! where is that radiant shore?" (The Better Land) (e) It is omitted before Common nouns in many phrases, as, He shook *hands* with me, I gave him *thanks*, in *fact*, he came on *horseback*, on *earth*, *face* to *face*

Q 124 Account for the use of the before the words in *italics* in the following —(a) The *man* that came here yesterday (b) The great *plague* (c) Socrates is the wisest *man* in the world (d) The Chief *justice* of the High Court (e) He is the *man* for the post (f) Let us enter the *room* and shut the *door* (g) The *sun* is in the *sky* (h) I struck him on the *face* (i) The *virtuous* are happy (j) An essay on the *sublime* and the *beautiful* (k) The *Vedas*, the *Koran*, the *Scriptures*, the *Ramayana*, the *Sakuntala*

(*l*) The *bar*, the *bench* (*m*) The *20th May* (*n*) The *English* (*o*) Dignity, ease, and complacency, the *gentleman* and the *soldier* look agreeably blended in him

- A 124 (*a*) *The* is used, because man is *defined* by the following *clause*, (*b*) plague by *great*, (*c*) man by the *superlative wisest*, (*d*) justice by *chief*, which is *superlative in sense*, (*e*) *the* implies emphasis which indirectly defines *man*, (*f*) room and door are *familiar objects* known to the hearers and thus *definite*, (*g*) sun and sky are well-known *single objects*, hence definite, (*h*) *the*=*his* which defines *face*, (*i*) *the*+an adj=a class of individuals, (*j*) *the*+an adj=an abstract noun, (*k*) *the* is used before proper names of books, (*l*) *the*+a noun=a profession, (*m*) *the* is used before dates, (*n*) before national names, (*o*) a common noun with *the* before it is sometimes equivalent to an abstract noun The gentleman=gentlemanliness The soldier=the qualities of the soldier

- Q 125 **Account** for the use of *the* in (*a*) the Ganges, (*b*) the Indian Ocean, the Arabian Sea, the Persian Gulf, the Bay of Bengal, the Straits of Dover, (*c*) the United States, the Andamans, the Himalayas

- A 125 *The* is used before (*a*) the names of rivers, (*b*) the names of oceans, seas, gulfs, bays, and straits, (*c*) the descriptive names of countries, groups of islands, and mountain ranges

- Q 126 (i) **Account** for the omission of the article before (*a*) Europe, France, Paris, (*b*) Cape Comorin, Lake Ladoga, Ceylon, Everest

(ii) When is the Definite Article used and when omitted before the titles of books?

- A 126 (i) The article is omitted before (*a*) the names of continents, countries, and cities, (*b*) the names of capes, lakes, single islands and single mountains

(ii) No definite rules can be laid down for the use of *the* before the titles of books. All that may be said is that when the name of the author is put before the title of a book, *the* is omitted, but when the name of the author is not placed before the title *the* is used, as, Goldsmith's *Deserted Village* Lennie's *Principles of English Grammar*—but—The *Deserted Village* The *Principles of English Grammar*

Note—The names of countries, cities, &c, with a descriptive phrase attached to them may take *the* before them, as, *the* Calcutta of to day widely differs from what it was 50 years ago

Q 127 When can (a) material, (b) abstract, and (c) proper nouns take the article before them?

A 127 (a) When material nouns instead of signifying matter signify *things* made of it or different *pieces* or *kinds* of it, they take the article before them, as, the tins, the stones, the gold of Australia (b) When abstract nouns signify different *instances* of the same quality or action, they take the article before them, as, the virtues and the vices of our country (c) (i) When proper nouns signify one of a particular *family*, (ii) when similarity of character is meant, (iii) when a person is little known or thought of, or (iv) when proper adjectives are used as nouns to denote *national names*, they take the article before them, as, (i) a Jones, (ii) a Newton, Kalidas is *the* Shakespeare of India, a (or one) Mr Brown, (iv) the English

Note —All these nouns under the circumstances mentioned above are used as *Common nouns*

Q 128 Distinguish between —
A horse is a useful animal
The horse is a useful animal
Horses are useful animals

A 128 All the three sentences mean the same thing, i.e., the *whole species*

Q 129 Distinguish between (a) 'at school' and 'at the school,' (b) 'the secretary and treasurer' and 'the secretary and the treasurer,' (c) 'a black and white horse,' and 'a black and a white horse,' (d) 'the English and French fleet,' and 'the English and the French fleet' Give reasons for your answer

A 129 (a) At school = receiving instruction At the school = at some particular school

(b) The secretary and treasurer = one person
The secretary and the treasurer = two persons

(c) A black and white horse = one horse
A black and a white horse = two horses

(d) The English and French fleet = one fleet consisting of English and French ships
The English and the French fleet = two fleets, one consisting of English ships, and the other consisting of French ships

Rule for (b), (c) and (d) When two or more nouns or adjectives refer to the same person or thing, the article is placed before the first, but when they refer to different persons or things, the article is repeated before each

Q 130 Account for the repetition of the article in the following —

- (a) Cæsar was at once a general, a statesman, a law-giver, a jurist, an orator, a poet, a historian, a mathematician and an architect
- (b) The learned, the eloquent and the patriotic Chatham
- (c) I thought no one could be a soldier and a Christian at the same time
- (d) Let his (Washington's) country consecrate the memory of the heroic general, the patriotic statesman, and the virtuous sage (Washington)

A 130 When it is intended to express emphatically the *different characteristics* of the same person or thing, the article is used before each noun or adjective

Q 131 Describe the position of the article in a sentence

A 131 (a) The article is placed before the noun to which it refers, but if an adjective qualifies the noun, the article is placed before the adjective whether the adjective is placed *before* the noun or *after* it as a title, as, *a* great man, Alexander *the* Great (b) If the adjective is preceded by *a*, *so*, *too* and *how*, the article is placed after the adjective, as, He is *as* great *a* man as his brother, *so* difficult *a* question it is not easy to answer, it is *too* difficult *a* question for me to answer, *how* beautiful *a* flower is this (b) When the noun is preceded by *such*, *both* and *all*, the article is placed after them, as, *such a* book I have never seen Both or all the boys have passed

Q 132 Describe the position of the Adjective in a sentence

A 132 The adjective is generally placed *before* the noun it qualifies, but *after* the noun under the following circumstances — (a) When the adjective is modified by adverbs or adverbial phrases, as, a man well-known for his piety, an object perfectly laudable [Modified by an adverb, the adjective may be placed either *before* or *after* the noun] (b) When the adjective is used *predicatively* or as the *complement* of the predicate, as, Socrates is *wise*, Ram was found *incapable* of work (c) When several adjectives qualify a noun they may be placed *before* or *after* the noun, or some of them may be placed *before* and some *after* the noun, as, a diligent, intelligent and well-behaved student, a student diligent, intelligent and well behaved he is an intelligent and energetic young man capable of doing much good to his country and sincerely devoted to the well being of humanity (d) When it is used as a

title , as, Akbar the Great (c) When it expresses number or dimension , as, An army twenty thousand strong , a hill 500 ft high

Note—When the adjective is emphatic or used in exclamation, it is placed at the beginning of a sentence and is separated from the noun it qualifies as, Inscrutable are the ways of Providence , how noble is his conduct , great is the Diana of the Ephesians

SECTION III

PRONOUNS.

PERSONAL PRONOUNS

Q 133 When are *we*, *our* and *us* used instead of I, my and me?

A 133 (a) When a person speaks for a body of men including himself he says *we*, &c instead of I, &c . as, Let *us* go home

(b) Sovereigns, persons in authority, authors and editors use *we*, &c instead of I, &c., as, it is *our* royal pleasure, &c

(c) In speaking of mankind a single person uses *we* &c for I &c , as, *We* are all destined to die

DEMONSTRATIVE PRONOUNS

Q 134 What are the different modes of reference of *It*?

A 134 *It* has three different modes of reference , viz —

(a) *Backward* reference or reference to (i) a noun, (ii) an infinitive, or (iii) a clause that precedes it , as, (i) Take this medicine, *it* will do you good , (ii) To walk in the morning is as pleasant as *it* is beneficial , (iii) Ram has got the 1st prize , his brother told *it* to me

(b) *Forward* reference to (i) an infinitive, (ii) a clause, and (iii) rarely a single noun that follows it , (i) *It* is pleasant to walk in the morning , (ii) *It* is necessary that you should read this book (iii) *It* is very painful, this disease of mine

(c) The *indefinite* reference, *i.e.*, nothing can be pointed out to which *it* directly refers , as, *it* rains, *it* hails, they lord *it* over us

INTERROGATIVE PRONOUNS

Q 135 Distinguish between *who*, *which* and *what* as Interrogative Pronouns

A 135 (a) *Who* is applied *exclusively* to *persons*, *which* both to *persons* and *things* and *what* *exclusively* to *things*

(b) *Who* and *what* are used *indefinitely* without reference to any class, *which* is used with reference to a *definite* class and means *selection* out of that class Who has done this? What book is that? signify complete ignorance of the person or the book as they do not refer to any class of persons or books Which of them has done this? Which book do you want? signify a known class of persons and books and means a selection out of the known class

(c) *Who* is always used *without* a noun, *which* and *what* are used *with* or *without* a noun When they are used with a noun, they are Interrogative *Adjectives* rather than Pronouns

Q 136 Explain the use of *what* in the following —(a) *What* with shame and *what* with remorse, he retired to a forest. (b) If we were so weary and dispirited, *what* must Miss Jessie have been?

A 136 (a) *What* is used as an *adverb* meaning *partly* In (b) *What*=an exclamatory pronoun having the force of an adverb signifying degree=how greatly must she have been weary and dispirited

REFLEXIVE PRONOUNS

Q 137 How are reflexive *pronouns* formed and in what different ways are they *used*?

A 137 Reflexive pronouns are formed by adding *self* to the *possessive* cases of *personal* pronouns and the *objective* cases of the demonstratives *he*, *she* and *it* They are used (a) for emphasis, as, *he himself* has done this, (b) as real reflexive pronouns, showing that the subject and the object signify the same person or thing, as, *he has ruined himself*

RELATIVE PRONOUNS

Q 138 What is the *function* of the *relative* pronoun?

A 138 The relative pronoun stands for the noun or its equivalents and like the conjunction, joins sentences together "A friend of mine lent me a book *which* proved very useful to me" Here, *which* stands for book and joins the sentences, being equivalent to *and it*

Q 139 In what different **senses** are *who* and *which* used?

A 139 (I) Who and which are used in a *co-ordinating* sense —

(a) To connect two *independent* sentences usually called *co-ordinate*, as, I went to Ram, *who* (and *he*) took me to the Zoological Gardens He gave me Rs 5 *which* (and *it*) I spent in buying a book

(b) To connect a *subordinate adverbial* sentence with a *principal* one, the subordinate sentence signifying (i) *cause* and (ii) *purpose*, as, (i) You need not ask the help of Ram *who* (since *he*) does not sympathise with you (ii) I give you this book *which* (that *I may*) will help you a great deal

(II) Who and which are used to connect a *subordinate adjective* sentence with a principal sentence, the Adjective sentence defines, describes or limits a noun or its equivalent in the principal sentence, as, God helps those who help themselves, that book *which* you gave me proved to be of great service to me (Relatives in this sense are said to be *restrictive*)

Q 140 (a) In what number is **what** used as a *compound relative*? (b) Show that *which* may be used for *persons* and may stand for a *whole clause*

A 140 (a) What as a compound relative is used in both numbers, as, This is *what* he told me = *the thing that* or *that which* he told me Your language and manners are not *what* one might expect to find in a Pandit *What* = *those that* Many very respectable people make an honest living out of *what* are called sensational stories *What* = *those that* (b) He is a good lawyer *which* his brother also aspires to be He told a lie *which* caused him a great deal of trouble In the first sentence *which* stands for *lawyer* and in the second for '*he told a lie*'

Q 141 Is there any **difference** between *that* and *who* or *which* as *restrictive* relatives?

A 141 In modern English no distinction is observed between them as they are all used in the restrictive sense, though *that* is the *proper restrictive relative*, and should be used whenever a restrictive clause is to be introduced, while *who* and *which* should be used to connect co-ordinate sentences

Q 142 What are the **substitutes** for the **relatives**?

A 142 (a) *As* preceded by *such* or *same* is a relative

(b) *But* is a relative (and partly an adverb) where it connects a *principal* clause having a negative force, with a subordinate clause. It is then equivalent to *that not*, as, there is

no one *but* will help a poor man like John=*that* will *not* help, &c

- (c) *When, where, whence, why, &c* have the force of the relative being equivalent to a relative and its governing preposition when=*at* or *in*, which, where=*in*, *to* or *at* *which*, whence=*from* which, why=*for* which

SPECIAL QUESTIONS ON THE PRONOUN

- Q 143 Explain the use of the words in *Italics* in the following —(a) The style of Ram is better than *that* of Shyam (b) *They* say that famine is imminent this year (c) *One* should do *one's* duty (d) (i) The young *ones* of birds (ii) "A little oyster fell ill, and her mother tried the little one with the nicest bits of sea-weed, but it was all of no use" (e) *One* Jones brought it to me (f) *One* plague was on you all (g) Story-tellers are never *at one* as to facts (h) Do *so* (i) If you are a sensible man, show yourself *such* (j) The law prohibits us from doing *such and such* an action (k) *All* the corn (l) *All* men
- A 143 (a) *That* is a true pronoun here, being used *instead* of a noun (b) *They* is used indefinitely for *men in general* (c) *One* is used indefinitely for *any man* *One* should be followed by *one* and not by *he*, hence one's *N B*—*One* in this sense is declined in the singular, but it is not used in the plural (d) *One*=a noun signifying *a creature* and is regularly declined like a noun (Notice that though *one* in this sense is usually used in the plural number as in (i), it is also used in the singular number, as in (ii) (e) *One*=a person not well-known (f) *One*=same (g) *At one*=in agreement (h) *So*=a demonstrative pronoun=*it* (i) *Such*=a demonstrative pronoun (j) *Such and such*=certain, some, used indefinitely for persons or things that one does not wish to particularise, as, Ram said that *such and such* persons and *such and such* things would be necessary for the accomplishment of the object (It implies that Ram mentioned the names of certain persons and things but the reporter did not mention them in order to be brief) (l) *All* refers to *quantity*, as, all the milk (i) *All* refers to *number*, as, all the men
- Q 144 Distinguish between (a) *who is he?* (b) *what is he?* (c) *which is he?* and (d) *who is it?*
- A 144 (a) Enquires for a person's *name*, (b) for a person's *occupation* or *character*, (c) implies that the person enquired for is one of a given number, (d) implies complete ignorance of the individual, as, (a) Q Who is he? A He

is Hari (*Name*) (b) Q What is he? A He is a pleader (*Occupation*) (c) There is one in this room who is ever ready to help the poor Q Which is he? (*One of a given number*) (d) Q Who is it that has done this? A No one knows who he is (*Complete ignorance*)

Q 145 Give the *correlatives* of the *same*, the *one*, *such*, *as*, and *so*, with illustrative examples

A 145 *The same*—*as*, as, your dress is of *the same* kind as mine

The same—*that*, as, this is *the same* boy *that* stood first in the examination last year

The one—*the other*, as, virtue and vice are two different things, *the one* leads to happiness, *the other* to misery

Such—*as* (similarity), as, these things are *such as* one would covet

Such—*as* (before an infinitive and expressing *consequence*), as, the case was *such as* to create a great sensation

Such—*that* (before other moods, and implying *consequence*), as, the case was *such that* it created a great sensation

As—*so* (comparison), as, As the stars, so shall thy seed be

As—*as* (comparison, implying *equality*), as, he is *as* old as his friend

So—*as* (comparison, implying *difference*), as, he is not *so* old as his friend

So—*as* (before an infinitive, and denoting *consequence* and *degree*), as, he is *so* weak *as* not to be able to walk

So—*that* (before other moods and denoting *consequence* and *degree*), as, he is *so* weak *that* he cannot walk

N B—*So that* in juxtaposition expresses *consequence only* as, Express yourself as clearly as possible, *so that* there may be no difficulty in understanding you

Q 146 Distinguish between (a) the *one*—*the other*, and (b) *This*—*that* as correlatives

A 146 *The one* refers to the first of two things previously mentioned, and *the other* refers to the second, while *this* refers to the second of two things, and *that* refers to the first, as, virtue and vice are two different things, the one (virtue) leads to happiness, the other (vice) to misery, but this (vice) leads to misery, and that (virtue) to happiness

Q 147 Account for the use of the italicised words in the singular number in the following —They have made

up their *mind* to come here as soon as possible His subjects were ready to lay down their *life* for him We have not lost our *reason*, that we should act so foolishly We have regained our *health*

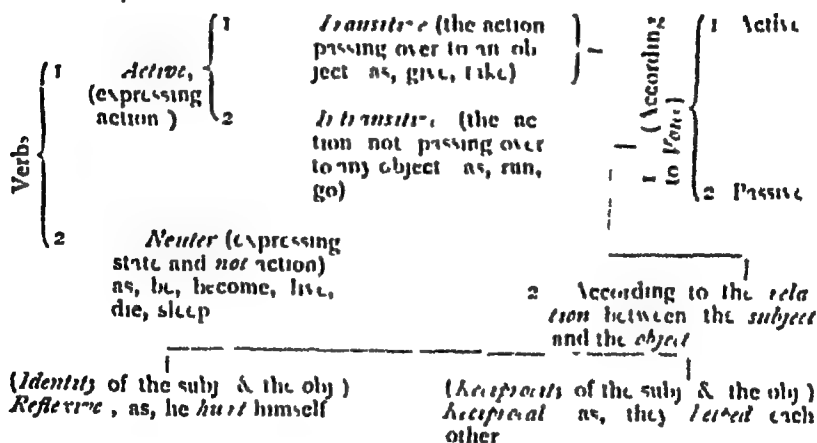
- A 147 An *abstract* noun after a plural possessive is *not* usually *pluralised*, hence the italicised words are *in the singular*

SECTION IV

VERBS

- Q 148 Classify verbs in a tabular form

A 148



- Q 149 What are Causative verbs?

- A 149 Certain *Intransitive* verbs used as transitive, and certain *transitive* verbs derived from nouns, adjectives and other verbs (both transitive and intransitive) and signifying *causing something done* are called *causative* verbs, as, *walk* in "the groom walked the horse"—caused the horse to walk, *frighten* from fright, *sweeten* from sweet, *raise* from rise (intr), *drunk* from drink (tr)

- Q 150 What are Factitive verbs? Give examples

- A 150 Certain transitive verbs denoting—*making appointing, creating, naming, calling, proclaiming, &c.* govern *two* objects *in apposition*, one denoting the *person*, the other the *office, state or some circumstance* of the *person*, the

object denoting the office, &c, being necessary to complete the predicate. These verbs, and certain others, which require some word or words to complete their meaning even though they govern an objective case are called *Factitive verbs*, the object in apposition to the object of the person being called the *Factitive object*, as, they *made* him king, we *found* him sleeping

Q 151 What are Auxiliary verbs? Enumerate them

A 151 *Auxiliary* verbs are those that are used to form the different moods and tenses of other verbs called *Principal* verbs. The auxiliary verbs are *be, do, have, shall, will, may, can* and *must*

Q 152 What are (a) impersonal verbs and (b) defective verbs? Give examples

A 152 (a) *Impersonal* verbs are those that are used in *one person* only, chiefly in the *third* person singular, as, *me-thinks*, *me-seems*, *it rains*, *it hails*

(b) *Defective* verbs are those that are not used in all the moods and tenses, as, *shall, will, may, can, must, ought*, and *ought*

Q 153 (a) Mention other parts of speech used as verbs, or with the force of verbs

(b) Give instances of verbs being used as adverbs

A 153 (a) *But* me no buts, *to iron* the cloth, *he ages* fast, the sun *dries* the road, *away*, you fool, *hence*, you idle creatures, &c

(b) *Splash* went the boy into the sea. *Smack* went the whip

Q 154 What verbs govern two objects?

A 154 Besides some of the *factitive* verbs, the following verbs govern two objects, one being called the *direct* object, and the other the *indirect* object — *allow, ask, bring, deny, envy, excel, find, give, grant, grudge, lend, offer, owe, pay, promise, send, show, teach, tell*

Q 155 What is an Indirect Object

A 155 The person *to* or *for* whom something is *done* is said to be in the *indirect* object, as, I gave *him* a book, bring *me* a glass of water, lend *me* Rs 5

Q 156 What is a retained object?

A 156 If a verb in the active voice governs both the direct and the indirect object, one of them becomes the subject in the passive voice, and the other, which is still governed in the objective case, is called the *retained* object. Thus from "He teaches us Grammar," we have

"We are taught *Grammar* (by him)" or "Grammar is taught *us* (by him)", *Grammar* in the first sentence and *us* in the second being retained objects

Q 157 What are **reflexive** verbs ?

A 157 Those transitive verbs that have the *same* individual or individuals for the *subject* and *object* are called *reflexive* verbs, as, He *hurt* himself, they *ruined* themselves

Q 158 What are **reciprocal** verbs ?

A 158 Those transitive verbs that have the *same* individuals for the subject and object and denote *mutual influence*, are called *reciprocal* verbs, as, they *helped* each other; they *accused* one another

Q 159 What are **copula** or **opposition** verbs

A 159 Those *intransitive* verbs that do not give a complete sense by themselves, but require some additional words or phrases to complete the meaning, are called *copula* or *opposition* verbs or verbs of *incomplete* predication The following are such verbs —be, become, seem, appear, grow, live, die, &c

Q 160 What are the **complements** of the predicate ?

A 160 Words or expressions necessary to complete the meanings of certain transitive and intransitive verbs of incomplete predication, are called complements, as, they made him *king*, I saw him *sleeping* Ram is *diligent* The words in italics are *complements*

Q 161 What are **cognate** objects ?

A 161 Some intransitive verbs govern objective cases having a *kindred* meaning These are called *cognate* objects, as, He *sighed* a *sigh*, and *prayed* a *prayer*, he *ran* a *race*

VOICE

Q 162 How can (a) **transitive** verbs be converted into **intransitives** and (b) **intransitives** into **transitives** ?

A 162 (a) *Transitive* verbs may be converted into *intransitives* —

(1) By dropping the reflexive pronouns they may take after them, as, Let us *make* (ourselves) merry, a thief *stole* (himself) into my room Ram *kept* (himself) away from his house for a week, he *stopped* (himself) at an inn, we *feed* (ourselves) on rice, our school *opens* (itself) at 10 30 A M and *closes* (itself) at 4 P M

By the addition of an adverb, as, War *broke out* How

is he *getting on* ? His health *broke down* He *made off* as fast as he could

{iii} By using them in a general sense , as, The new-born child *sits* , they *eat* that they may live , man *proposes* and God *disposes* , man *builds* and time *pulls down*

{iv} Some transitive verbs are used intransitively in the sense of *to be* or *to become* without any change , as, He will *turn*, *make* or *prove* a good soldier

{b} *Intransitive* verbs become *transitive* under the following circumstances —

{i} The addition of a preposition makes an intransitive verb transitive , as, laugh at , wonder at , speak of, to ; arrive at (a conclusion) , come to

{ii} Certain intransitive verbs are turned into transitives (causatives) by some change in the verbs , as, lie, *lay* , rise, *raise*, drink, *drunch* , sit, *set* , fall, *fell*

{iii} Some intransitive verbs are used as transitives (causatives) without any change ; as, to *grow* corn , to *walk* a horse , a calf *ran* its head into the hedge

{iv} Some intransitive verbs are used transitively with cognate objects after them as, to *run* a race , to *die* the death of a martyr , to *live* a virtuous life , to *dream* a dream

Q 163 Mention instances of transitive verbs having a **passive** signification in the active form

A 163 A house *is building* , a house *to let* , my book *is missing* , he gave me a book *to read* , sugar *tastes* sweet , Johnson's Lives are (not *is*) *printing* , this sentence *reads* well , these articles will not *sell*

Q 164 Mention some **transitive** verbs that always govern a reflexive pronoun in the objective case

A 164 He frequently *absents himself* from school Avail *yourself* of this opportunity He *betook himself* to the woods I have *bethought myself* of another fault No sensible man should *pride himself* in trifles

Q 165 Mention instances of **intransitive** verbs having **personal** pronouns in the objective case after them, like *reflexive* pronouns

A 165 I are *thou* well , he *thee* home , get *you* gone
N B —These objects are called *Reflexive* objects

Q 166 What is meant by the **Dative of Interest** ?

A 166 An indirect object showing the *interest* of some person in the action denoted by the verb is said to be the dative of interest , as, Simon, built *him* a house

Q 167 Define **Voice** How many voices are there? Define them

A 167 Voice is the *form* of the transitive verb that shows whether the doer of the action or the object of the verb is spoken of. There are *two* voices, the (a) *active* and the (b) *passive*. (a) The *active* voice denotes that the doer of the action is the subject of speech, *i.e.*, the person or thing spoken of, as, *Ram* killed a bird. (b) The *passive* voice denotes that the object of the verb is the subject of speech, as, *A bird* was killed by Ram.

N B—In (a) *Ram* is the doer of the action and is the subject of speech, in (b) *bird* is the object of the verb and is the subject of speech, *i.e.*, in the *active* voice the object of the verb is in the *objective* case, as it is not the subject of speech, while in the *passive* voice the object of the verb is in the *nominative* case, as it is the subject of speech.

Q 168 How is the **passive voice** formed?

A 168 The passive voice is formed by placing some tense of the verb *to be* before the *past* participle of the *transitive* verb, the *subject* of which is governed in the objective case generally by the preposition *by*, the *object* of the verb being the *subject*, as, *Ram is sent* to Benares *by* his father.

N B—When the subject of the verb in the active voice is not a sentient being, it is governed by some other preposition (and not *by*) when the verb is changed into the passive voice, as, 'this book contains much useful information' when changed into the passive voice, becomes 'much useful information' is contained *in* this book. Sometimes the *idiom* of the language requires other prepositions even though the subject of the verb in the active voice is a sentient being, as, *I am obliged to him*, *I am displeased with him*.

Q 169 Can **intransitive verbs** used in the **passive voice**?

A 169 *Intransitive* verbs *cannot* be used in the *passive* voice, because in the passive voice the object becomes the subject of speech, and as intransitive verbs have no object, there is nothing that may be the subject of speech. Certain *intransitive verbs*, however, together with the *preposition* after them, are considered as transitive verbs and are used in the *passive voice*, thus, from "They laughed at him" we have "he was laughed at (by them)". Here *laugh at*=a transitive verb.

Q 170 Can **passive verbs** govern **Objective Cases**?

A 170 As a rule *passive verbs do not govern* objective cases, but when transitive verbs that govern both the direct and

the indirect object are used in the *passive* voice, they retain one of the objects, called the *retained* object, the other being used as the subject of the verb, as, Rs 5 was given *him*. Here *him* is governed by the passive verb *was given*, and is called the retained object. *Factitive* verbs, however do not retain any object in the passive voice, for, the two objects in this case being in apposition to each other, when one of them is used in the nominative case, the other is also in the same case, as, Hari is appointed *secretary* to our Debating Club. Here *secretary* is not in the objective case governed by the passive verb, but in the same case with Hari.

Q 171 Which of the two objects of a transitive verb becomes the subject of the passive verb?

A 171 Either the *direct* or the *indirect* object may become the *subject* of the passive verb as He was allowed Rs 10 per month, or Rs 10 was allowed him per month, but in the case of *Factitive* verbs, only the *object* of the *person* (i.e., the object which signifies the person) may be used as the *subject*, while the *object* of the *office*, &c (i.e., the object which signifies the office, &c of the person) is used in the *same case* with it, as, Rammoh in Ray is called the Great Hindu Reformer. Here Rammohar Ray, the object of the person, is used as the subject of the verb, while Reformer, the object of the office, can never be used as the subject.

Q 172 When is (a) the *passive* voice preferable and when (b) the *active* voice?

A 172 (a) When the doer of the action is not known or need not be mentioned or when the subject in the active voice denotes persons in general the passive voice is preferable. Thus, my slate is broken, and I require a new one. (Here the agent may not be known or it may be unnecessary to mention the agent, if known.) Again "He is known to be a pious man" is better than "They know him to be a pious man."

(b) When the object of the verb is a complete sentence, the active voice is preferable thus, "We hope you will succeed in the examination" is better than "Your success in the examination is hoped by us."

Q 173 Change the voice in the following and state the rules by which the change is effected — (a) Send him to Benares (b) They say that Ram has done this (c) Let them use this book (d) I know him (e) This book contains much useful information (f) Your conduct surprises me (g) He has dissatisfied me (h) I wrote to him

yesterday (i) He spoke of Ram in high terms (j) He spoke to the secretary

A 173 (a) Let him *be sent* to Benares **Rule** An *imperative* mood in the *active* voice is changed into the *passive infinitive* with *let* to introduce the sentence and governing the object of the given verb

(b) Ram *is said* to have done this, or, this *is said* to *have been done* by Ram **Rule** In changing a verb in the active voice into the passive voice after *say* the following changes take place (i) If attention is drawn to the agent or doer of the action, it becomes the *subject* of *say* in the *passive* form and the given verb is used in the *infinitive* mood (ii) If attention is drawn to the object, it becomes the *subject* of *say* in the *passive* form and the given verb is used in the *passive infinitive* form

(c) Let this book *be used* by them **Rule** Let governs the object of the given verb which is changed into the passive form

(d) He is known *to* me (not by me, as usual)

(e) Much useful information is contained *in* (not by) this book **Rule**—See A 168 (*Note*)

(f) I am surprised *at* (not by) your conduct See A 168 (*Note*)

(g) I am dissatisfied *with* (not by) him See A 168 (*Note*)

(h) He was *written to* yesterday (*Write to*=a transitive verb)

(i) Ram was *spoken of* &c (*speak of*=a transitive verb)

(j) The secretary was *spoken to* (*speak to*=a transitive verb)

Q 174 **Change the voice in the following**—(a) He is now in a mood to be spoken to (b) He had to deliver a lecture (c) They had recourse to arms (d) They had not fully taken account of the causes (e) He was heard to say so (f) He took advantage of the confidence placed in him (g) The arts it made use of were surprising (h) We may do without many things

A 174 (a) He is now in such a mood that one may speak to him (b) A lecture had to be delivered by him (c) Recourse was had to arms (by them) (d) The causes had not been fully taken account of (e) We heard him say so (f) The confidence placed in him was taken advantage of (by him) (g) The arts that were made use of (by it) were surprising (h) Many things may be done without

Q 175 Is there any difference between the *active* and the *passive* form of the same verb?

175 Both forms express the same fact, with this difference

that the *active* form directs attention more to the *agent* than to the *object*, while the *passive* form directs attention more to the *object* than to the *agent*

Q 176 Mention instances of **PASSIVE** participles having an **active** signification. State also why you call them passive participles

A 176 A *noble minded* person (= who has a noble mind), a *well-behaved* student (= who behaves well), a *sunken* ship (= that has sunk), a *well-read* man (= who has read much), an *out-spoken* man (= who plainly speaks out his mind), a *sweet scented* flower (= that smells sweet), a *retired* sort of man (= of a retiring disposition), a *hoary-headed* swan (= having a hoary head). These participles are said to be passive, because past participles naturally have a passive signification

MOOD.

THE INDICATIVE AND THE SUBJUNCTIVE MOOD

Q 177 What is the difference between the **Indicative** and the **Subjunctive** Mood?

A 177 The *indicative* mood asserts a thing *simply* or *unconditionally* or it asks a question, while the *subjunctive* mood asserts a thing *conditionally*. The *subjunctive* mood is so called because it is subjoined to another mood, i.e., the *indicative* or the *imperative*. Thus "I shall go" is a simple or unconditional statement, while "if you come, I shall go" is a conditional statement, the condition "if you come" being subjoined to the statement "I shall go". Again, "come here" is a simple command while "come here, if you can" is a conditional command, the condition "if you can" being subjoined to the command "come here".

Q 178 What is the rule for the use of the **subjunctive** mood?

A 178 If the *conditional* clause expresses *doubt* or *denial* the *subjunctive* should be used. If the *conditional* clause expresses *affirmation* or *certainly*, the *indicative* should be used, as, if it *rains* (uncertainty) I should not go out. If he *were* ill (denial), he would not go out. If he *is* ill (suppositional affirmation) he would not work.

N B—The present tendency is to do away with distinction between the *subjunctive* and the *indicative* form, the latter being frequently used for the former

Q 179 What does the **subjunctive** mood express?

- A 179 The subjunctive mood expresses (a) *future conditionality*, as, if you *be* allowed to go there, I shall accompany you
 (b) *A future consequence*, as, I remain here till he *go* away
 (c) *Past uncertainty*, as, If he *have* seen the Taj Mahal, he will surely admire it
 (d) *A wish contrary to the fact*, as, I wish he *were* a rich man (=he is not)
 (e) *Simple wish*, as, long *live* the Queen, God *save* the King
 (f) *An order*, as, the sentence is that the accused *be* imprisoned
- Q 180 Distinguish between the following, and show that the past subjunctive is used to express denial —
 (a) If he *be* here, (b) if he *is* here, (c) if he *were* here
- A 180 (a) Uncertainty, (b) knowledge (I know he is here), (c) knowledge (I know he is *not* here) as well as denial
- Q 181 (a) Show that the Subjunctive is used without any conjunction (b) Show also that it is used (i) to express mere supposition which is not a fact, and (ii) to express a wish
- A 181 (a) *Had* I (=if I had) the wings of a dove, how soon would I taste you again (b) (i) If I *were* rich, I would help you (a mere supposition, and not a fact)=I am not rich (ii) God *save* the queen=*may* God save the queen, *save* being in the Subjunctive mood
- Q 182 When can the principal clause take the Subjunctive mood?
- A 182 When the principal clause signifies *future contingency*, *past uncertainty* or *denial*, it may take the Subjunctive mood, the proper auxiliary in this case being *would*, *should*, *would have*, and *should have*, as, if he should ask he would receive (fut contingency), if I had seen him, I should have known him (denial)

THE INFINITIVE MOOD

- Q 183 What are the two tenses in which the Infinitive Mood is used, and what time to these tenses indicate?
- A 183 The two tenses of the Infinitive mood are the *present* and the *perfect*. The Infinitive *present* denotes a time that is *contemporary with* or *subsequent to* that of the governing verb, as, I intend *to go* there (*now* or *in future*). The infinitive *perfect* denotes a time that is *antecedent to* that

of the governing verb, as, He appears to *have been* ill
(It appears *now* that he was ill *before this*)

Q 184 Has the Infinitive Mood any *number* and *person*?

A 184 No, the Infinitive Mood has no number and no person because it is not combined with any subject. It names the doing, without naming the doer.

Q 185 Mention certain verbs which must take the infinitive present, and *not* the infinitive perfect after them.

A 185 Verbs that denote *command, hope, desire, intention, permission, determination* take the infinitive present after them, as, I *intend to go* there, I *hope to see* you.

Q 186 Can the infinitive perfect be ever used after the verbs in the preceding questions? If so, what would it mean?

A 186 The *infinitive perfect* may be used after the *past tense* of those verbs, signifying that the *action* represented by it is *not* accomplished, as, I *intended to have gone* home (=I intended, but I did not or could not go).

N B—The infinitive perfect after *was* means the same thing, as, he *was to have gone* home (=did not or could not go).

Q 187 Mention the verbs after which *to*, the sign of the infinitive is dropped.

A 187 *To* is dropped after *bid, dare* (intransitive), *need, make, see, hear, feel, let, please, know, watch, behold, have*, and the auxiliaries *shall, will, may, can, must*, as, I saw him *go*, &c.

N B—*To* is dropped after *have* when it signifies compulsion, or when it is followed by *better, rather, sooner*, as *soon*—as, as, I will *have* you *do* this, you had *better read* this book, I *had rather speak* the truth, I *had sooner die* than *do* such a horrible deed, I *had as soon die as comply* with your request (*Had as soon* is also written *would as soon*).

Q 188 Can the infinitive ever take *to* before it after the verbs in the preceding question?

A 188 After the passive voice of these verbs except *let*, *to* is used before the infinitive, as, he was made *to* work. It is also used after *dare* when it is transitive, as, he dares me *to* fight with him.

Q 189 What is the position of the infinitive in a sentence?

A 189 (a) The *infinitive* may be the subject or the object of a verb or the object of the prepositions—*about, except, but, than* (b) It may be the complement of the predicate.

(c) It may sometimes be used absolutely, by way of exclamation or parenthesis, as, (a) To play is pleasant, I like to play, he is about to go home, he did nothing but (to) sleep, he did nothing else than (to) sleep, (b) he is to do it, (c) to think that he should act thus! he is—to tell you the truth—at the bottom of all this

Q 190 What does the **gerundial infinitive** denote?

A 190 The gerundial infinitive denotes (i) *purpose*, (ii) *cause*, *result*, and (iii) *in respect of*, as, (i) (a) he gave me a book to read (*purpose*), (b) he came here to see me (*purpose*); (ii) (a) I am sorry to say so (*cause*=because I have to say so), (b) he came here only to see that his brother was dead (*result*), (iii) he is slow to speak (*in respect of, about*)

N B—In all these cases, the gerundial infinitive qualifies a noun, a verb or an adjective. In (i) (a) it qualifies a noun (to read=which is to be read). In [ii (a) and iii] it qualifies the adjectives *sorry* and *slow*. In [i (b), and ii (b)] it qualifies *came*.

Q 191 Distinguish between (a) "I have to go" and (b) "I am to go."

A 191 (a) Signifies *necessity*, (b) signifies *arrangement*, i.e., it is settled that I should go.

IMPERATIVE MOOD

Q 192 What are the different uses of the **Imperative Mood** and to what **person** is it usually confined?

A 192 The Imperative mood is used to (a) *command*, (b) *exhort* (c) *entreat*, (d) *warn*, and sometimes to (e) *express supposition*, when it is equivalent to the Subjunctive mood, as, (a) go to the market, (b) improve yourself, (c) have mercy on us, (d) beware of the engine, (e) read and you will know (=if you read, you will know). It is by its nature confined to the *second person*.

Q 193 Is the *imperative* mood ever used in the **first** and **third** person?

A 193 A *proposal* or a *request* with reference to the *first* and the *third* person is sometimes in poetry and rarely in prose expressed by the *subjunctive form* of the verb in the *imperative* sense in the 1st and the 3rd person, the usual way of expressing these ideas to use let with infinitive of the verb after it, as, sit we down=let us sit down (usual form), ruin seize thee, ruthless king=let ruin, &c (usual form).

Suffice it to say (=let it suffice) } These forms are
 Be that as it may (=let that be) } used even to this
 Happen what may (=let that happen) } day

PARTICIPLES

(No distinction is here made between the Participle and the Gerund, both having the same form in modern English)

Q 194 In what different parts of speech is the participle used?

A 194 The participle is used (a) as (i) an *auxiliary* verb to form certain *tenses* or (ii) a *principal* verb, as, (i) *Being* defeated, *having* been defeated, is *being* built (*auxiliary*), (ii) am *doing*, shall be *doing*, have, had, or shall have *done*, (*principal*)

(b) As an *adjective* (attributive or predicative), as, the *never-failing* brook, the *mingling* notes, the *cultivated* farm (*Attributive*), we found him *talking*, he felt greatly *astounded* (*Predicative*)

(c) As a *noun* (in the nominative or the objective case, or in the form of a complement)

N B—When it is a noun, it may govern an objective case if derived from a transitive verb, as, *walking* in the morning is pleasant (*nom*) He likes *reading* novels (objective case governing an obj) The object of his going there was *seeing* sights (*compl*)

Q 195 Distinguish between —(a) Do you approve of my son singing to-day? and (b) Do you approve of my son's singing to day

A 195 (a) Do you think that he should sing to-day? (It refers to the *proposal* of his singing to day)

(b) Do you think he has sung well? (It refers to the *merit* of his singing)

Q 196 Comment on (a) I am delighted at the prospect of my brother's returning home, as my mother has been pining for his coming back (b) The fact of the work being done by him so soon and so cleverly reflects great credit on him (c) As it is a useful book, there is every prospect of its being rapidly sold

A 196 (a) When a participle refers to a living being it is preceded by the possessive case of the noun or pronoun denoting the individual (b) When it refers to an inanimate object, it is preceded by the objective case of the noun denoting the thing (c) *Its* is however used before the participle even though it refers to an inanimate object.

TENSE

Q 197 What does the Present Indicative denote ?

Q 197 The present indicative denotes —

- (a) *Present action or event*, as, he is here
- (b) *Universal truth*, as, the earth moves round the sun
- (c) *Character, habit or habitual occupation or repeated action*, as, he is a good man, he likes tea, he works as a fireman, he comes here every day
- (d) *Futurity*, as, my brother goes home to-morrow, a *relative future time*, when preceded by *after, as soon as, before, till, and when*, as, *when* he goes home, he will have his pay (=when he will go home)
- (e) *Past time in animated descriptions of past events* In this case, it is called the *historic present*, as, Thus by their leader's care each martial band *Moves* into ranks, and *stretches* o'er the land With shouts the Trojans rushing from afar, *Proclaim* their motions, and *provoke* the war

N B —The assertions of authors whose works still exist are introduced by this tense and sometimes in the present perfect tense, as, Addison says, "Misfortune never comes single"

Also the sentiments of such authors are expressed in this tense and sometimes in the present perfect tense, as, Johnson speaks or has spoken highly of some of the British poets in his "Lives of the Poets"

Q 198 What does the Past Indicative denote ?

A 198 The past indicative denotes an action completed at some past time, as, he came here yesterday

Q 199 What does the Present Perfect Indicative denote ?

A 199 The present perfect indicative denotes (a) an action *just finished*, as, I have finished my work

(b) An action *done in a space of time part of which still exists*, as, he has come this week

(c) (i) Some *past action, the consequence of which still exists*, as, I have been an idle boy = I was so when young and now I bear its consequence (ii) It is used to mention the *existing works of deceased authors*, as, Johnson has written the "Lives of the Poets" (iii) It also denotes a state of vacuity, as, I have been young = I was so, but now I am old

(a) The *completion of a relative future action*, when preceded by *after, as soon as, before, till, and when*, as, *When, after, or as soon as* he has passed the Entrance Examination, he will be sent to the Presidency College.

Q 200 What is the difference between the past tense and the present perfect tense ?

A 200 The *past tense entirely separates* the past time from the present, it signifies an interval between the time of action and the time of speaking. While the *present perfect always connects* the past with the present, it denotes that an action extends over or is completed at, a past period of time *immediately* preceding the present, as, I have been in this institution for 25 years. Now, this period of 25 years is a past period *immediately* preceding the present, *i.e.*, reckoning backwards from the *present* to the commencement of my being here, we have a period of 25 years.

Q 201 What is the difference between (a) "I am going to write" and (b) "I have written" ?

A 201 (a)=an action *just commencing*, (b)=an action *just finished*.

Q 202 What does the past perfect tense denote ?

A 202 The *past perfect* denotes the *completion* of a *past action before* another *past* action, as, He had come before I came.

N B—This tense should never be used unless the idea of one *past* action preceding another is intended to be expressed. The idea may be expressed or implied. It should be observed that the *past tense* is sometimes used for the *past perfect*, as, I *came* before he came.

Q 203 What does the future tense denote ?

A 203 The *future tense* denotes that an action will take place at a future time, as, He will come to-morrow.

Q 204 What does the future perfect denote ?

A 204 The *future perfect* denotes that an action will take place *before* another future action, as, I *shall have gone* home before you will go. It sometimes refers to past actions, as pointed out by Nesfield, for instance, you will have heard it, meaning you must have heard it.

Q 205 What does the progressive form denote ?

A 205 The *progressive form* in all the tenses denotes the *continuance* of an action.

CONJUGATION

Indicative Mood—(Active Voice)

Q 206 What change does the Principal verb undergo in the different tenses of the Active Voice of the Indicative Mood ? Illustrate your answer by examples.

Singular

I had called
 Thou hadst called
 You had called
 He had called

}

Plural

We had called
 You had called
 They had called

In the *future* tense, *shall* or *will* is placed before the original form of the *principal* verb, and *t* is added to *shall* or *will* in the *2nd person sing*, when *thou* is the nominative, as,

Singular

I shall or will call
 Thou shalt or wilt call
 You shall or will call
 He shall or will call

}

Plural

We shall or will call
 You shall or will call
 They shall or will call

In the *future perfect* tense, *shall have* or *will have* is placed before the *past participle* of the *principal* verb and *t* is added to *shall* or *will* in the *2nd person, sing*, when *thou* is the nominative, as,

Singular

I shall or will have called
 Thou shalt or wilt have called
 You shall or will have called
 He shall or will have called

}

Plural

We shall or will have called
 You shall or will have called
 They shall or will have called

The *progressive* form is formed by placing some tense of the verb *to be* corresponding to the number and person of the nominative case before the *present participle* of the *principal* verb, as,

1st person, sing I am, was, have been, had been, shall or will be, shall or will have been, calling

2nd person, sing Thou art, wast, hast been, hadst been, shalt or wilt be, shalt or wilt have been, calling

3rd person, sing He is, was, has been, had been, shall or will be, shall or will have been, calling

Passive Voice

The *passive voice* is formed by placing some tense of the verb *to be* corresponding to the number and person of the nominative case before the *past participle* of the *principal* verb which should be *transitive* or intransitive used as transitive, as,

1st person, singular I am, was, have been, had been, shall or will be, shall or will have been, called

2nd person, singular Thou art, wast, hast been, hadst been, shalt or wilt be, shalt or wilt have been, called

3rd person, singular He is, was, has been, had been, shall or will be, shall or will have been, called

Q 207 How is the **Progressive** form of the **Passive** voice formed? Give examples

A 207 The *progressive* form of the passive voice is formed by placing *being* between the verb *to be* and the *past participle* of the *principal* verb, as,

PRESENT TENSE

PAST TENSE

<i>1st per, sing</i>	I am being called	I was being called
<i>2nd per, sing</i>	Thou art being called	Thou wast being called
<i>3rd per, sing</i>	He is being called	He was being called

PRESENT PERFECT TENSE

PAST PERFECT TENSE

<i>1st per, sing</i>	I have been being called	I had been being called
<i>2nd „ „</i>	Thou hast been being called	Thou hadst been being called
<i>3rd „ „</i>	He has been being called	He had been being called

FUTURE TENSE

FUTURE PERFECT TENSE

<i>1st per, sing</i>	I shall or will be being called	I shall or will have been being called
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N B—There may be no occasion for using some of the above forms. They are given here to show how the progressive form of the passive voice is formed

CONJUGATION OF THE VERBS WITH MAY, CAN, &c

Q 208 How is a *principal* verb conjugated in its various tenses both in the Active and the Passive Voice with the help of *may*, *can*, *must*, *should*, and *would*? Give examples

Active Voice

A 208 The *present tense* is formed by placing *may*, *can*, and *must* before the *original* form of the *principal* verb, as, I *may*, *can*, or *must* call

The *past tense* is formed by placing the *past forms* of the above verbs before the *original* form of the *principal* verb, as, I *might*, *could*, *should* or *would* call

N B—*Must* call may sometimes be used to express *past* time though *must* is not the past tense

The *present perfect tense* is formed by placing *may*, and *must* before the *present perfect* form of the *principal* verb in the

indicative mood, as, I may or must *have called* [This is a combination of the *present* (may, must) and the perfect (have called)]

N B—*Can* is not usually used in forming this tense

The *past perfect* tense is formed by placing the *past forms* of the above verbs before the *present perfect* form of the *principal* verb in the *indicative* mood, as, I might, could, should or would *have called* [This is a combination of the *past* (might, &c) and the *perfect* (have called)]

PASSIVE VOICE

The *passive voice* of a verb conjugated with the help of *may, can, must, might, and should*, is formed by placing some tense of the verb *to be* between *may, can, must, should, and might*, and the *past participle* of the *principal* verb, as, I may or must *be called*, might *be called*, may *have been called*, or should *have been called*

SUBJUNCTIVE MOOD

Q 209 State the general rules that may be laid down for conjugating a verb in the *Subjunctive* mood

A 209 (a) The *form* of the verb is the *same* for all the *persons*
 (b) The verb *to be* in the second person, singular when thou is the nominative, is sometimes *were* and sometimes *werest*
 (c) The *future* and the *future perfect* tense are formed with the auxiliaries *should* and *should have* respectively

Q 210 Conjugate *be, have* and *call* in the *Subjunctive* mood

A 210	To be	To have
<i>Present</i>	If I, thou, he be	If I, thou, he have
<i>Past</i>	If I, thou, he were (werest)	If I, thou, he had
<i>Present perfect</i>	If I, thou, he have been	If I, thou, he have had
<i>Past perfect</i>	If I, thou, he had been	If I, thou, he had had
<i>Future</i>	If I, thou, he should be	If I, thou, he should have
<i>Future perfect</i>	If I, thou, he should have been	If I, thou, he should have had

To call (Active Voice)

<i>Present</i>	If I, thou, he call
<i>Present progressive</i>	If I, thou, he be calling
<i>Past</i>	If I, thou, he called
<i>Past progressive</i>	If I, thou, he were called
<i>Present perfect</i>	If I, thou, he have been calling
<i>Present perfect progressive</i>	If I, thou, he have been calling

<i>Past perfect</i>	• If I, thou, he had called
<i>Past perfect progressive</i>	If I, thou, he had been calling
<i>Future</i>	If I, thou, he should call
<i>Future progressive</i>	If I, thou, he should be calling
<i>Future perfect</i>	If I, thou, he should have called
<i>Future perfect progressive</i>	If I, thou, he should have been calling.

Passive Voice.

<i>Present</i>	If I, thou, he be called
<i>Past</i>	If I, thou, he were called
<i>Past progressive</i>	If I, thou, he were being called
<i>Present perfect</i>	If I, thou, he have been called
<i>Past perfect</i>	If I, thou, he had been called
<i>Future</i>	If I, thou, he should be called
<i>Future perfect</i>	If I, thou, he should have been called

IMPERATIVE MOOD

Q 211 Conjugate **call** in the **Imperative** mood, with necessary remarks

A 211 The *Imperative* mood is confined to the *present tense* and usually to the *2nd person*

<i>Active Voice</i>	Call, call thou or do thou call
<i>Passive Voice</i>	Be called, be thou called, or do thou be called

INFINITIVE MOOD

Q 212 Conjugate **call** in the **Infinitive** Mood

A 212	Active Voice	Passive Voice
<i>Present</i>	To call	To be called
<i>Present progressive</i>	To be calling	
<i>Perfect</i>	To have called	To have been called
<i>Perfect progressive</i>	To have been calling	

THE EMPHATIC AND THE NEGATIVE FORM OF CONJUGATION

Q 213 Comment on the **emphatic** and the **negative** form of **Conjugation**

A 213 The *emphatic* and the *negative* form of a verb are formed with the help of *do* only in the *present* and the *past* tense of the *Indicative* Mood. The *emphasis* in the other tenses is expressed by stress being laid on the auxiliary verbs, and the *negative* form is formed by placing *not* between the auxiliary and the *principal* verb, the emphasis being on *not*, as, I do call, I did call, I do not call, I did not call, I have called, I have not called

AUXILIARY AND DEFECTIVE VERBS

Q 214 Comment on the following as regards their (a) form and (b) meaning —may go, can go, must go, might go, could go, should go and would go

A 214 (a) *May go, can go, &c* are no longer considered as verbs of the potential mood, but are said to consist of the Indicative may, can, &c, *followed by the infinitive*

(b) *May* denotes future or present *possibility* or *permission, concession, liberty*, *wish* or *purpose*, as, I may go to-day or to-morrow (possibility), I may go, you may go = I am or you are permitted to go (permission), you may be right, but I do not clearly understand you (concession), I may go if I like (liberty), may you be happy (wish), he goes to his brother, that he may improve his health (purpose)

Can denotes *power*, as, I can carry this weight, I can answer this question (ability, physical or mental)

Might denotes *liberty* or *past permission mentioned in the present*, as, I might go, if I liked (liberty), he told me that I might go (past permission mentioned in the present)

Could denotes *present* or *past power*, as, you could do it if you would (*present*), you could do it when you were young (*past*)

Must denotes (i) *necessity* or *compulsion*, (ii) *uncontrollable desire*, (iii) *certainty of inference*, (iv) *duty*, as, (i) I must go, (ii) men must have society, (iii) it must be so, he must have reached home by this time, (iv) we must obey our parents

N B—All the meanings of *must* directly or indirectly imply *necessity*

Would, should—For the meaning of *would* and *should* see Q 222

Q 215 State the rules for the use of *shall* and *will* in simple assertive sentences and arrange them in a tabular form in all the persons according to those rules

A 215 **Simple Futurity** When *simple futurity* is intended to be expressed, *shall* is used in the *first* person, and *will* in the *second* and the *third*

Determination of the speaker When the *determination of the speaker* is intended to be expressed, *will* is used for the *first* person, and *shall* for the *second* and the *third*

N B—The rule that *shall* in the second and third persons commands, threatens, or promises is based on the fact that in all these cases, the determination of the speaker influences the action of the second and third persons, for instance, if a person, says "You or he shall go to the market," "you or he shall be imprisoned," or "you or he shall have a holiday," the actions denoted by "go," "be imprisoned" or "have," do not depend on the nominatives to these verbs, *i. e.*, not upon the second and third persons but upon the speaker

I shall	} <i>Simple Futurity</i>	I will	} <i>Determination of the speaker</i>
You will		You shall	
He will		He shall	

Q 216 State the rules for the use of **shall** and **will** in **Interrogative** sentences, and arrange them in a tabular form in all the persons according to those rules

A 216 (1) **Simple Futurity** When *simple futurity* is intended to be expressed, *shall* is used in the *first* and *second* persons, and *will* in the *third* person

(2) **Determination of the second person** When the second person is appealed to as the person in authority whose *will* influences the action in question, *shall* is used in the *first* and *third* person, and *will* in the *second*

Shall I	} <i>Simple Futurity</i>	Shall I	} <i>Determination of the speaker</i>
Shall You		Will you	
Will he		Shall he	

N B—(1) *Will you* is properly used when we are in doubt whether the person has made up his mind in a case depending on his will (2) *Will he*, besides being used for simple futurity, may be used when we wish to know how the person will act in a case depending on his will (3) *Will I* is never used except in certain rare instances, because the radical meaning of *will* being *intention* and speaker's own intention being known to himself, it is foolish to ask another person what his (the speaker's) own intention is

Q 217 State the rules for the uses of **shall** and **will** in **Indirect Speech**

A 217 In *Indirect Speech* the auxiliaries used by the original speaker are *rarely* changed so that the forms for *simple futurity* and *determination* are these —

<i>Direct form</i>	<i>Corresponding Indirect form</i>
I say "I shall go"	I say that I shall go
I say "You will go"	I say that you will go
I say "He will go"	I say that he will go
	} <i>Simple Futurity</i>

<i>Direct Form</i>	<i>Corresponding Indirect Form</i>	} <i>Simple Futurity</i>
You say to me "You will go"	You say to me that I shall (not will) go	
You say "I shall go"	You say that you shall go	
You say "He will go"	You say that he will go	} <i>Simple Futurity</i>
He says to me "You will go"	He says to me that I shall (not will) go	
He says to you "You will go"	He says to you that you will go	
He says "I shall go"	He says that he (the original speaker) shall go	
He says "He will go"	He says that he (other than the original speaker) will go	

<i>Direct Form</i>	<i>Corresponding Indirect Form</i>	} <i>Determination of the speaker</i>
I say "I will go"	I say that I will go	
I say "You shall go"	I say that you shall go	
I say "He shall go"	I say that he shall go	
You say to me "You shall go"	You say to me that I shall go	
You say "I will go"	You say that you will go	
You say "He shall go"	You say that he shall go	
He says to me "You shall go"	He says to me that I shall go	
He says to you "You shall go"	He says to you that you shall go	
He says "I (the original speaker) will go"	He says that he (the original speaker) will go	
He says "He (other than the original speaker) shall go"	He says that he (other than the original speaker) shall go	

A B—Some of these forms are not frequent, though they may be grammatically allowable

Q 218 State the rules for the use of *shall* and *will* in the dependent clauses of complex sentences

A 218 No definite rules can be framed for the use of *shall* and *will* in dependent clauses, as they express different ideas under different circumstances. Some give the following rule as commonly observed —In dependent clauses *shall* expresses *futurity* and *will* the *determination* of the speaker in all the persons

Q 219 What circumstances determine the proper use of *shall* and *will*? Clearly explain

A 219 (a) The *original meaning* of *shall* and *will* determines their *proper use*. *Shall* originally means *debt or obligation*, hence it denotes *outward influence or compulsion* so that when a *future action* is the *result of external influence* and not of the will of the nominative, *shall* is used, but as the idea of external influence is not always intended to be expressed, *shall* is used also for *simple futurity*

(b) The *original meaning* of *will* is the *intention* of the *agent*; hence *resolution*. When therefore the *intention* of the *agent* is intended to be expressed, *will* is used, but as the idea of the intention of the agent is not always intended to be expressed *will* is used also for *simple futurity*

(c) Now the reason why *shall* is confined to the *first person* in *simple futurity* is this —If the speaker in speaking of himself uses *will*, he seems to attach too much importance to himself, and as this goes against the rules of politeness, he uses *shall* for himself, thus representing that his action is, as it were, controlled by external influence, a form that is quite in keeping with the rules of politeness. *Shall* is thus, for the sake of *politeness*, used in the *first person* in simple sentences for *futurity*

(d) The reason why *will* is confined to the *second* and *third persons* in *simple futurity* is this —If a person uses *shall* with reference to the second and third persons, he represents them as controlled by external influence, a form that is considered to go against the rules of politeness. He therefore uses *will* instead of *shall* in the *second* and *third* persons, thus representing them as exercising their own will and authority. *Will* is thus, for the sake of *politeness*, used in the *second* and *third* persons in simple sentences for *futurity*

(e) If, however, the speaker is required to express his own determination, he uses *will* for *himself*, and *shall* for the *second* and *third* persons, for, if the question of politeness is then taken into consideration, his meaning cannot be correctly expressed

(f) In *addressing* the *Duty* *shall* is used, as the idea of external influence is inconsistent with the idea of God, as, Thou shalt endure

(g) Authors and speakers in announcing the order in which they intend to deal with different parts of the subject of their writing or speech, use *will* and in following out their plan use *shall*, as, (a) We will first treat of Orthography and then of Etymology (b) Having done with Orthography we shall now treat of Etymology

- (h) If anything is confidently predicted, *shall* is used in the second and third persons, as, an unscrupulous man *shall* abuse his power = is sure to abuse &c
- (i) *Will* sometimes expresses (figuratively) the determination of the third person, as, Nature *will* produce deformities = is, as it were, determined to produce deformities

Q 220 Correct the use of *shall* and *will* in the following and give reasons for your answers — (a) I will be obliged (b) I will be compelled (c) I will be happy to see you (d) If you do not help us we will be undone (e) I hope I will pass the examination (f) I hope you shall oblige me by lending me your knife (g) If you go to the Museum you shall see many curious things

A 220 In (a), (b), (c), (d) and (e) *will* should be *shall* because the action depends not on the resolution of the agent but on some external influence In (f) and (g) *shall* should be *will* because simple futurity is intended and *will* is the proper auxiliary for the second and third persons in simple futurity, but it in (g) confident prediction is intended, *shall* is correct

Q 221 Comment on the use of *shall* and *will* in the following —

(a) I will never act against the rules of the institution (b) If he passes the examination this year he shall have a gold medal (c) If he comes here again he shall be severely punished (d) You will see that all these things are done properly (said to a subordinate) (e) Let him have a few pice, and he shall go to the confectioner's (f) Whoever shall stand first in the examination, shall get a gold medal (g) Will he come to you to-day? (h) Shall he come to you to-day? (i) Shall you come to me this evening? (j) Will you come to me this evening? (k) Accidents will happen (l) He will always say what is rude and unpleasant (m) To-morrow shall be a holiday (n) To-morrow will be a holiday (o) Whoever shall do this shall he punished (p) Whoever will do this shall be punished (q) Thou shalt not steal

A 221

- | | |
|---|---|
| (a) will = resolution | (f) shall (1) = how the natural course of events (examination) will place first |
| (b) shall = promise | shall (2) = promise |
| (c) shall = threatening | (g) will may mean 1 simple futurity, 2 do you think he will be inclined to come |
| (d) will = a courteous form of command, shall is softened into will | |
| (e) shall = confident prediction | |

(h) shall=do you wish him to come?

(i) shall=simple futurity

(j) will=will you make up your mind to come (a case depending on the nominative) hence, can you promise?

(k) will=figuratively (*determination*, accidents are, as it were, determined to happen)

(l) will=habit

(m) shall=promise (a person in authority may say so)

(n) will=simple futurity

(o) shall=(1)=if it so happen that any one does this shall (2)=threatening (authoritative command, as used in legislative)

(p) will=someone may be determined to do this

(q) Shalt=highest form of command

Q 222 Comment on the use of **should** and **would**

A 222 (a) *Should* and *would* follow the rules of *shall* and *will*, but denote *past time* (b) When they do not signify past time, *would* expresses *contingent determination* and *should* duty *Should* is also the proper auxiliary of the *future subjunctive*

Q 223 What are the different ways in which **do** is used as an auxiliary?

A 223 *Do* is used to form the (a) *emphatic*, (b) *interrogative* and (c) *negative* forms of verbs, and sometimes (d) the *Imperative mood*, as, (a) you *did* go there, (b) *did* you, go there? (c) *I did not* go there, (d) *do* thou call

NB—*Do* is used as the *proverb*, i.e., a *substitute* for other verbs *except be*, as, I like this book as much as you *do* It is also used for inverting the order of a sentence, as, For this reason only *do* I come here

NB—In forming the *emphatic interrogative* and *negative* forms of verbs, *do* is confined to the *present* and *past* tenses of the *Indicative mood*

Q 224 Distinguish between **May** and **Shall** in Interrogative Sentences

A 224 In *interrogative* sentences *may* denotes the *wish* of the *interrogator* and the permission of the person *interrogated*, *shall* denotes the *wish* of the person *interrogated* Thus (i) *may* I go home? = it is my wish to go home, and I ask your permission to do so (ii) *Shall* I go home? = do you wish that I should go home?

Q 225 Comment on the form and use of **dare**, **need**, **ought**, **worth** and **quothe**

A 225 (a) *Dare* (past *durst*, *into* to venture, to have courage) is *not inflected for person*, as, I, you or he dare or

durst not go there Sometimes the *third person* has *dares*, as,

"I dare all that may become a man,
Who *dares* do more is none"—*Shakespeare*

Dare in "*I dare say*" does not mean venture or challenge
I dare say means 'perhaps' "*I dare to say*" = I can boldly assert

Dare in (past *dared*, tr to challenge) is *inflected*, as, I dare, thou darest, or he dares him to fight

N B—(a) *Dare* (intr) has *to* the sign of the infinitive understood after it, as, Dare you say so? I dare not do it

(b) *Need* (intr, signifying obligation) is *not inflected for person*, as, I, thou or he need not go there

Need (tr, to want) is *inflected*, as, I need, thou needst or he needs the help of somebody

N B—*Need* (intr, to be required or necessary) has *to* the sign of the infinitive dropped after it, as, you need not come

(c) *Ought* (used only in the present tense) with the *present infinitive* after it denotes *present or future duty* and with the *perfect infinitive* it denotes *past duty not performed*; as, you ought to go there (now or in future), you ought to have gone there (it was your duty to go there, but you did not go)

(d) *Worth* (present subjunctive in *form* and imperative in *meaning*) = *be*, as, woe worth the day, *woe be to the day* 'Woe worth him' He it is that has brought us to this pass It is used only in the third person, singular and governs an *indirect object*

(e) *Quoth* (third person singular *present* or *past*) = *says* or *said*, as, quoth he It is always used before the *nominative*

SECTION V

ADVERBS

Q 226 Classify adverbs (a) according as they are connectives or otherwise and (b) according to their meaning

A 226 (a) adverbs are —

- (i) *relative* or *conjunctive* —when, where, whence, why, as, etc
- (ii) *relative* or *absolute* —here, there, now, soon, greatly, etc
- (iii) *interrogative* —when, where, whence, why, how, etc

(b) Adverbs of (i) *time* —now, then, before, after, as, etc , (ii) *place* —here, hither, whence , (iii) *degree or measure* —much, little, enough, greatly, etc , (iv) *comparison* —so, as, the, too , (v) *belief, disbelief, and uncertainty* —certainly, truly, no, not, nay, perhaps, possibly, likely, etc , (vi) *manner* , as, swiftly, beautifully, easily, clearly, etc , (vii) *cause and effect* , as, why, accordingly, consequently, necessarily, thus, etc

Q 227 Comment on the following —there, here, here and there, then, then and there, hence, from hence, late, lately, now, now—now, now and then, every now and then, now or never, as the, too, much, very much, no, nay, what, none, nothing, but, only, when, again, by and by, presently, immediately, once, at once, all at once, never so, ever so, in the long run, hard, hardly, since and ago, as if and as it were, at all, in all, after all, at any rate, at best or at the best, at all events

A 227

There (a) Besides being used as an adverb of place, it is used to *introduce a sentence* with an intransitive verb followed by its subject , it has then no reference to place , as, *There* is a man at the gate

Here—(a) *in this place*, opposed to there

(b) *in the present life*, opposed to hereafter (next world)

Here and there—in *one place and another*, in a dispersed manner , as, the district is full of cultivated fields with hamlets *here and there* , a mead *here*, *there* a heath, and *now and then* a wood

Then (a) a *noun* , as, till *then*

(b) an *adv* , as, the *then* king

Then and there—On the *spot* and at that *time*, *immediately* , as, I appealed to him for help and he gave me Rs 100 *then and there*

Hence is used with the force of the *imperative* , as, *hence*, you idle creatures

From hence—*From* before *hence* is superfluous, but is sanctioned by good writers

Now (a) a *noun* , as, an eternal *now*

(b) (conj) *introduces the second or minor premise* of an *argument* , as, all idle boys fail in the examination , *now* you are an idle boy therefore, you will fail

Late—*after the usual or appointed time* , as, I came to school punctually at 10 30 A M, but Jadu came *late*

Late—not long ago, *recently* , as, He has *lately* come here

Now—*now*=at *one time*, at *another time* , as, *now* high, *now* low

Now and then=*occasionally*, at intervals (of time or place), as he comes to me *now and then* (time), for the meaning of *place*, see *here and there*

Every now and then=*frequently*, at short intervals, as, he comes here *every now and then*

Now or never (to *avail* of the present opportunity or *let it slip*), *Now or never* is the time to strike the blow

As—(a) *Comparison*, as, he is *as* intelligent *as* his brother (*equality*) He is *as* rude *as* he is haughty (*degree*)

(b) *Time*, as, *as* he entered the room, they rose to receive him

The—*precedes a pair of comparatives*, as, *the* more you study *the* wiser you will become Sometimes the latter part of the pair is used alone, as, we found it *the* harder to convince him of his error, as, he was dead in sin

Too—(a) *also*, as, thou, *too*, Brutus Here, *too*=a *conj*

(b) *Comparison* (opposed to enough) meaning *more than enough*, or what is *proper* or *desirable* or *beyond some standard* It conveys a negative idea, being equivalent to *so as not* or *so that not*, and is followed by (i) a *prepositional phrase* consisting of *for* and its *object*, (ii) or an *infinitive mood*, as, (i) He is *too* tall for his years, (=tall beyond the proper standard at his age) (ii) He is *too* weak to walk (=so weak as not to be able to walk, or that he is not able to walk)

Too true—signifies the occurrence of an unpleasant event that one would naturally like to avoid, as, Is it true that he is dead? Alas! It is *too true*

Much too, far too—greatly above or below the standard or much more or less than enough (*qualifying adjectives alone*), as, this thing is *much too* large or small for the purpose

Too much is sometimes used (but *never qualifies adjectives*), as, to have too much of, to make too much of, to think too much of, attach too much importance to, too much for

Much, very and very much *Much* is usually used before *past participles* and the *comparative degree of ordinary adjectives*, as, much obliged, much larger *Much the best* is also used *Very* is usually used before *present participles* and the *positive degree of ordinary adjectives*, as, very interesting, very happy, preceded by *the*, *very* is sometimes used before the *superlative degree for emphasis*, as, the very best (emphasis) things that I can give you *Very much* is used before *participles and adjectives*, as, very much obliged, very much happy

No—As an *adverb* it is used in answer to a question It is sometimes used in a sentence, as, Cincinnatus asked the deputies

- of the senate whether all was right or *no* *No* more thy glassy brook reflects the day
- Nay**—*not thus merely but also* , as, he sold his estate, his house, *nay*, his very household furniture, to clear his debt
- What**—*partly* , as, *what* with poverty and *what* with illness, he was reduced to a skeleton
- None**—*in no way* , as, he was *none* the worse for the loss of his fortune
- Nothing**—*not in the least* , as, *nothing* daunted, he proceeded towards the enemy
- But**—*only* , as, we can *but* point out your duties
- Only**—*simply, merely* , as, I say this *only* to remind you of your promise
- When**—(a) *at the time that* , as, I found him asleep *when* I went to his house
(b) *just after the time that* , as, the school bell rang at 4 o'clock *when* the classes were dismissed
(c) *while* , as, *when* he might demand a thousand rupees, he demanded only a hundred
- Again**—(a) *once more* or a second time , as, Do you intend to appear at the examination *again* ? Never do it *again*
(b) *back* , as, bring us word *again*
(c) *on the other hand* , as, He was for joining the Presidency College, his brother *again* was for sending him to the Medical College
(d) *into a former state* , as, his mind was greatly disturbed, but in a moment he was all himself *again*
- By and by**—*pretty soon* , *before long* (not gradually, as some suppose, which means *step by step*, by *degrees*, thus implying the idea of *slowness*) , as, you will learn this *by and by*
- By the bye**—*in passing* (used to introduce an incidental remark not connected with the main subject, but suggested by it) , as, shall express the highest form of command in the sentence "thou shalt not steal" , this *by-the-bye* is a command that you should always remember
- Presently**—*without delay* , as, wait, boys, for a few minutes, I will come back *presently*
- Immediately**—signifies *one action following another* , as, he went away *immediately* after delivering the letter
- Once**—(a) *on occasion only* , as, He comes here only *once* a week
(b) *at a former time* , as, He was *once* a rich man
(c) *a noun* , as, this *once* , for *once*
- At once**—(a) *at the same time* , they all moved *at once*
(b) *without delay* , as, your brother is ill , come *at once*
(c) *both* , as, he was *at once* the secretary and the treasurer of the Association

Once for all—*once* and *never* to be *repeated*, as, he renounced the world *once for all* **For good**=*finally*, as, He left India *for good*

NOTE—*Once for all* implies that something is done for the *first* time and will *never* be done *again* *For good* implies that an action was *repeated* before it was done for the *last* time *For good* is however sometimes used for *once for all*

All at once—*suddenly*, as, he found himself *all at once* raised to a high position in society

Never so, ever so—both mean the same thing (= *in whatever degree*), as, a man should never be proud, though he may be *ever so* or *never so* great

In the long run—*eventually*, as, if you pursue this course, you will suffer *in the long run*

Hard—*diligently*, as, he works *hard*

Hardly—(a) *scarcely*, as, he *hardly* works

(b) *cruelly*, as, they were treated *hardly* by their neighbours

Since and ago—*since* (adv) = *ago* Both refer to a past *period* (and not *point*) of time, reckoned backwards from the present time, as, He came here three days *since* or *ago*—For *since* as a preposition and a conjunction, see Qs 229 and 236

As if and as it were—(a) (i) *As if* (an elliptical expression = one would if one were, or if it were), as, he loves you *as if* you were his own child = as he would love you if you were his own child He speaks English *as if* it were his mother-tongue = as he would *if* it were his mother-tongue (ii) *As it were* (an apologetic expression = so to speak, if one may be allowed to say so), as, he is *as it were* virtue personified (b) *As if* is placed at the *beginning* of a clause, while *as it were* is placed in the *middle* of a clause (see the examples above)

(c) *As if* has the *past tense* after it to denote *present time* and the *past perfect tense* after it to denote *past time*, as, he *behaves* as if he *were* a lord, he *behaved* as if he *had been* a lord In the former case it is preceded by the *present tense*, in the latter, by the *past*

At all—*in the smallest degree* or *to the least extent* (used by way of emphasis usually in negative or interrogative sentences), as, he has no ambition *at all* Has he any property *at all*?

In all—*taking all together*, as, He had *in all* a thousand men to help him

After all—*in spite of all that may be said about*, as, He is *after all*, an indiscreet person

At any rate—(a) *at all events*, as, he was *at any rate* bent upon going to Benares, (b) *at least*, as, the man was stupid, *at any rate* he seemed so to me

- At best or at the best**—*taking the best view of things*, as, they are robbers *at best*, human life *at the best* is enveloped in darkness
- At all events**—*whatever may happen*, as, simple means often succeed when complex ones fail. We can try it *at all events*
- Q 228** Give adverbs formed from —mighty, need, single, one, careful, true, day, whole, possible (C U & M U Papers)
- A 228** Mightily, needs, singly, only, carefully, truly, daily, wholly, possibly

SECTION VI

PREPOSITIONS.

- Q 229** Mention the special meaning or meanings in which the followings are used —after, by, before, for, from, of, since, to, with
- A 229** **After**—(a) *pursuit or inquiry*, as, to search *after* truth, (b) *imitation*, as, he was named *after* his god father
- By**—(a) *defence of, help*, as, he stood *by* his friend when he was in danger, (b) *agency*, as, it is done *by* him, (c) *instrumentality*, as, he raised himself to a high position *by* sheer exertion, (d) *measure*, as, cloth is sold *by* the yard, (e) *necess or inferiority*, as, he is older than you *by* five years, his allowance was reduced *by* a third, (f) *not later than*, as, he will be here *by* 12 o'clock, (g) *adjuration*, as, I affirm to you *by* all that is sacred, (h) *according to*, as, it is 12 o'clock *by* my watch, (i) *near*; as, sit *by* me
- Before**—precedes an expression denoting a *point of time*, as, come here *before* 5 o'clock
- For**—(a) *purpose*, as, I sigh not *for* power, nor languish *for* wealth, (b) *cause*, as, he was punished *for* misconduct, (c) *exchange*, as, I bought this book *for* five rupees, (d) *with talc (taken for)* = believe some one or something to be some one else or something else, as, I took him *for* his brother, I took it *for* a piece of real gold, (e) *with or without as—as regards*, as, *as for* me, I could not induce myself to go there, I *for* one will do my part to please him, (f) *on behalf of*, as, I shall speak to the Principal *for* you, (g) *proportion*, as, he is tall *for* his years, (h) *notwithstanding*, as, the dwarf was not so fierce now as before, yet *for* all that, he struck the first blow
- From**—(a) *source*, as, light proceeds *from* the sun, (b) *motive*; as, he acted in this way *from* gratitude, (c) *imitation*, as, his picture is painted *from* the original, (d) *inference*, as,

from what you say, I conclude that he is innocent, (c) *separation*, as, free *from* care, (f) *distinction*, as, it is not difficult to distinguish right *from* wrong

Of—(a) *partition*, as the arm *of* a chair, (b) *apposition*, as, the city *of* London, the brute *of* a dog, (c) *attribute* (the word expressing the *attribute* should be placed *before of*), as, the speed *of* lightning, (d) *adjective meaning* (the word or words serving the purpose of the adjective should be placed *after of*, because *of* with the object forms a prep phrase = an adjective), as, a man *of* wealth, (e) *contents*, as, a glass *of* water, (f) *agency*, as, the observed *of* all, observers, (g) *cause*, as, he died *of* fever, (h) *authorship*, as, the works *of* Milton, (i) *material*, as, a ring *of* gold (j) *subject*, as, a book *of* Golden Deeds, (k) *reference* = about, as, I think highly *of* him, is their a right *of* way? (l) *source*, as, he comes *of* a good family

Since—As a preposition, it governs an objective case signifying a *point of time*, as, *since* yesterday I have been ill, he has been here *since* he was ill

N B—The prepositional phrase made up of *since* and its object, or *since* followed by a sentence which *must* have a *past tense* and *must* denote a *point of time*, *always* modifies a verb in the *present* or *present perfect tense*, if the verb that precedes *since* expresses a past time connected with the present, as, she *is* changed *since* we last saw her It *is* a long time *since* I heard from him He *has been* working *since* morning When the verb that precedes *since* expresses a past action unconnected with the present time, it is used in the *past perfect tense*, and not in the *present perfect tense*, as, Mr Ghosh who died recently *had been* a Barrister *since* he returned from England When *since* is followed by a sentence, it is regarded as a conjunction, though it has all the force of a preposition See the examples above

To—(a) *reference*, as, he is blind *to* his own faults, (b) *probability* or *chance*, as, it is ten *to* one that you will succeed in the examination, (c), there are ten chances in your favour, and one against you, (c) *agreement*, as, he is not a man *to* our taste, (d) *degree* or *extent*, as, they met us *to* the number of three hundred, (e) *effect*, as, the prince was flattered *to* his ruin, (f) *accompaniment*, as, the girl sang *to* the guitar

With—(a) *in spite of*, as, England, *with* all thy faults, I love thee still, (b) *instrumentality*, as, he cut the cord *with* a knife, (c) *immediately after*, as, *with* this, he pointed to his face "If there is any plot against him, he must leave Rome And we will help him" *With* that she went her way.

- Q 230 Explain the word 'for' in the following — He passed for a rich man, six for a penny, they are page for page the same, he was for war, he was bound for New York, a good for nothing boy, he is good for one thousand rupees, it is good for fever (C U P 1887)
- A 230 In the place of, exchange, conformity, in favour of, in the direction of, purpose, purpose, beneficial to
- Q 231 Show the exact force of "of" in each of the following — the song of the bird, the wings of the bird, one of the birds, a bird of prey, a flight of birds, the ostrich is a monster of a bird (C U P 1885)
- A 231 Attributive, partitive, appositional, adjectival See (d); attributive
- Q 232 Distinguish between (a) *at* and *in* (as applied to *place*), (b) *at*, *on* and *in* (as applied to *time*), (c) *in* and *into*, (d) *in* and *within*, (e) *at the same time* and *in the same time*, (f) *by* and *with*, (g) *among* and *between*, (h) *among* and *amidst*
- A 232 (a) (i) As applied to *place*, *at* is used before single houses, villages, small towns and foreign cities, *is* used before countries, districts, cities, and streets, as, at 112 Amherst Street, at Baligunge, at Liverpool, at Paris, again, in India, in Bengal, in Calcutta, in Cornwallis Street (ii) *At* is used after verbs of *rest*, *in*, after verbs of *rest* or *motion*, as, he resides at 112, Amherst Street, I live in Cornwallis Street, I walked in the garden for an hour
- N B.—(i) The rule about towns and foreign cities is not strictly adhered to (ii) The principle that guides the use of *at* and *in* may be said to be this *At* is used before words signifying a *limited object* close by which we may stand, while *in* is used before words signifying *more extended space* which contains us, hence *at* is used before places of smaller dimensions than those before which *in* is used
- (b) As applied to *time*, *on* is used before *particular days*, *at* before a *point of time* and *in* before a *period of time*, as, on Monday, at 5 o'clock, in December, in summer, &c When *day* signifies a *period* of time *in* is used before it, as, in the day
- (c) *In* is used after verbs of rest or motion, (see a, ii), *into*, after verbs of *motion with the idea of entrance*, as, he walked into the garden When the obj case governed by *into* is not mentioned, *in* is used for *into*, as, come in; walk in
- (d) *In* denotes *at the expiration* of a period of time, *within*, *before the expiration* of a period of time, as, I shall return

in a week=when the week has expired , I shall come
within a week=before the expiration of the week

(e) *At the same time* refers to a point of time, *in the same time* refers to a period of time , thus, Ram and Hari reached home *at the same time*=the point of time when they reached home is the same, say 5 o'clock, but the period of time taken by them to come home may or may not be the same Ram and Hari reached home *in the same time* =they took the same amount of time to come home say two hours, but the point of time when they reached home may or may not be the same

(f) Generally, *by* signifies agency and *with* instrumentality , as, a snake was killed *by* Ram *with* a stick *Exceptions* — They accomplished *by* stratagem what they could not accomplish *by* force

(g) *Between* refers to *two*, and *among*, to more than two *Between* sometimes refers to *more* than *two* , as, Perfect harmony was established *between* the *three* brothers

(h) *Amidst*=in the midst or middle , surrounded by , as, amidst difficulties *Among*=a mingling , one of a number, as, He distributed a large amount of money among the poor He hid himself among the trees

Q 233 When is the preposition placed after the objective case it governs ?

A 233 *Relative* and *interrogative pronouns*, and *nouns* qualified by *relative* or *interrogative adjectives*, have the preposition frequently placed after them , as, the position *which* you aspire to is far beyond your reach , *what* are you aiming at ? he was confined to bed, when he was alleged to have committed the crime, *which* circumstance the jury carefully attended to and returned a verdict of "not guilty" , *what* book are you looking at?

NB —(i) The relative *that* has the preposition *always* placed after it , as, I admire the principle *that* you adhere to (ii) When the relative is understood, the preposition is placed after it , as, the work you are fit for is not available now

Q 234 (a) Mention some participles that are sometimes construed as prepositions and sometimes as participles stating when they are construed as prepositions and when as participles

(b) Mention also some that are used *absolutely*

A 234 (a) According (to), assuming, barring, concerning, excepting, considering, pending, regarding, respecting, touching, owing to, are *participles* when they refer to

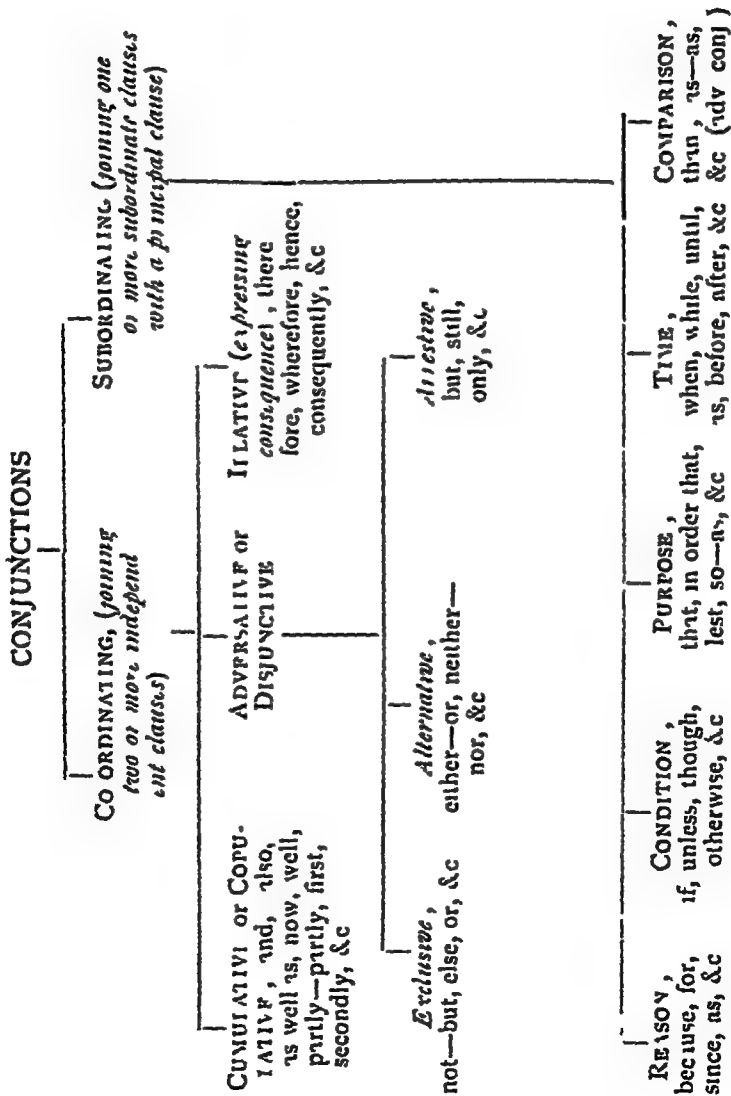
a *subject*, and *prepositions*, when they *do not*, as, he told me many things *concerning* his brother Here *concerning* refers to its subject things and is therefore a participle *Concerning* his brother, he said that he was really innocent of the charge brought against him Here *concerning* does not refer to any subject and is therefore a preposition

(b) Granting, judging, talking, speaking, &c, are used *absolutely*, as, *judging* from what you say, it must be inferred &c Properly *speaking*, an interjection is not a part of speech

N B—During, notwithstanding and the verbs except, save and past, are used as prepositions, in 'half *past* ten,' *pas* is a *preposition*

SECTION VII. CONJUNCTIONS

- Q 235 Classify conjunctions in a tabular form
A 235



Q 236 **Comment** on the following —and, as well as, both —and, now, well, or, nor, only, since, if, though, yet, too, than

A 236 **And**—sometimes=*but*, as, Hari, and not Ram, is to blame for it=Hari is, but Ram is not

As well as—(adv implying comparison), as, He executes his work as well as his brother (does) (Conj =and), as, Hari as well as his brother are in the Entrance Class

NOTE—Nesfield says that *as well as* can never be a synonym of *and*, the verb should therefore agree in number and person with the nominative that precedes *as well as* According to this view *are* should be *is* in the second example given above

Both—**and**—*Both*, used alone, is an *adjective* or a *pronoun* but joined with *and*, it is a *conjunction*, as, both Hari and his brother are in the Entrance Class

Now—See Q 227

Well—is used as an expression of *satisfaction or some other feeling* arising from what is said or done, as, You paid your debts at last, well, you have done your duty

Or—(a) As a conjunction of exclusion, *or*=*otherwise*, as, Keep quiet, or I shall punish you

(b) As an *alternative* conjunction, (i) *Or* signifies *choice* as, either remain here or go home (ii) It sometimes *introduces* a *synonym*, as, Christ or the Messiah, The Pentateuch or the first five books of the Old Testament (iii) *Or* is sometimes used in the sense of *and*, as, life or death, felicity or lasting sorrow, are in the power of marriage

Nor—(a) The correlative of neither, (b)=*and not*, as, (a) He would neither eat nor drink, (b) I thought he would pass, nor was I wrong in my calculation

Only—at the beginning of a sentence=*but*, and is therefore a conjunction, as, Do what you like, *only* do not meddle with my affairs

Since—(a)=*because*, *inasmuch as*, (b) *from the time that*, referring to a *past point of time*, as, (a) *Since* you are unwell, you may go home, (b) I have been very happy *since* I came here=from the time when I came to the present

If (a)=*condition*, (b) *reason* (*inasmuch as*, *when*, *since*), as, (a) If you come, I shall be happy, (b) if he is ill, he may go home

Though, yet—When two clauses are connected by *though* and *yet*, or by *though* alone they form a complex sentence and when by *yet* alone, a *compound* sentence, as, though he is ill, yet he regularly attends the school, or though he is ill, he regularly &c =*complex* He is ill, yet he regularly attends the school=*compound*

Too—also, as, he gave the poor boy a few pice and a piece of cloth *too* (For further information, see Q 227)

Than—Though usually a *conjunction*, it should be regarded as a *preposition* when the expression after it is not joined to the preceding clause by it, thus, in the sentence—It will take you more *than* a week to finish this work—the expression *a week* is not joined by *than* to the preceding clause *it will take you*, hence *than* is a *preposition* here

SECTION VIII

INTERJECTIONS.

Q 237 Mention some **interjections** expressing the emotion of (a) joy, (b) grief, (c) displeasure, (d) pain, (e) salutation

A 237 (a) Hurra, Hurrah, (b) Alas, Oh, (c) Fie, shame, away, (d) Oh, O, (e) Hail, welcome

N B—Oh and O are also used as signs of the Case of Address

Q 238 Give examples of **nouns, verbs and adjectives**, used as **interjections**

A 238 Heavens ! Behold ! Hail ! Strange ! Shocking

Q 239 What **cases** do O ! Oh ! and Ah ! take after them ?

A 239 They take the *objective* case of the *first* personal pronoun and the *nominative* case of the *second* personal pronoun after them, as, Ah me ! O thou !

CHAPTER III

IMPORTANT RULES OF SYNTAX

Q 240 Define **Concord, Government and Order of Words**

A 240 **Concord** is the *agreement* between two words in gender, number, person, case or tense, as, Hari reads his book. He said that he would come here. Here *reads* agrees with Hari in *number* and *person*, and *his* in *gender*, *number* and *person*. *Said* being in the past tense, *come* is in the past tense, (hence would come)

Government is the *power* which one word has over another in determining its *case*, as, I told him to come to me. Here *told* and *to* require that the pronouns after them

should be in the objective case I have got Hari's letter Here *letter* requires that *Hari* should be in the possessive case and is therefore said to govern Hari in the possessive case

Order of Words is their relative *position* in a sentence, the regular syntactical order being first the subject, then the verb, and then the object if any, as, (1) Hari (2) reads (3) his book

SECTION I

CONCORD.

RULE I

Q 241 State the general rule with regard to the concord or agreement between the verb and its subject

A 241 A verb must agree with its *nominative* in number and person, as, *I read*, he reads

OBSERVATIONS

Q 242 What should be the number of the verb when the following are in the *nominative* case? (a) an infinitive mood, (b) a noun clause, (c) a noun plural in form but singular in meaning, (d) an adjective preceded by the definite article, (e) nouns plural in form and signifying objects with a plurality of parts

A 242 (i) In the case of (a), (b) and (c) the verb is in the singular number, because the nominative is really singular, as, (a) to err *is* human, (b) that men should be honest *is* the command of God (c) *Helps* to English Composition *is* a popular book [*Helps* &c, though plural in form is the name of a single object and is thus *singular*] Twenty Rupees *was* given him [Rupees, though plural in form, signifies a single amount in the collective sense]

(ii) In the case of (d) and (e) the verb is *plural* as the subject expresses a plurality of idea, as, (d) the good (=all good men) *are* happy, (e) these spectacles *are* made of pebbles (=an object with a plurality of parts)

Q 243 When can *nominatives* be used without verbs?

A 243 (a) A noun in the *Absolute* case or in the case of *Address* is used *without* a verb (b) Sometimes in animated language, a nominative introduces a sentence and is left without a verb, there being an abrupt break in the thought

while some word in the subsequent portion of the sentence refers to it, as, (a) He being ill, his brother acted for him, come here, boy [Here *he* and *boy* are without a verb]

- (b) (i) *Religion* ! what treasure untold,
Resides in that heavenly word

Here *religion*, which introduces the sentence, is left without a verb, while the term *word* refers to it. *Religion* should not be supposed to be in the case of *address*, it is used in *exclamation*

- (ii) Liberty ! electric word ! What is it ? Is there anything more in it than a name, rhetorical flourish ?

Here *liberty* introduces the sentence and is left without a verb, while *it* refers to it. *Word* is in apposition to *liberty*, which is used in *exclamation* and *not* in the case of *address*

- Q 244 Mention exception to the Rule that a noun and its pronoun should not be the nominatives to the same verb Account for the exceptions

- A 244 (a) "My friends, do they now and then send
A wish or a thought after me ?"

- (b) "Child of the sun, he loves to lie
'Mid nature's embers parched and dry"

In *solemn questions*, as in (a) and in *poetry* both the noun and its pronoun are sometimes nominatives, to the same verb which is in the singular number if the noun is in the singular. Hence *friend is* and *they* are nominatives to *send*, and *child* and *he* are nominatives to *loves*

- Q 245 How can the real subject be determined when a verb of incomplete predication stands between two nominatives, or when the verb is understood between them ?

- A 245 When a verb of incomplete predication stands between two nominatives or when the verb is understood between them the *real subject* may be determined by the following rules —

I In the case (a) a *real logical definition* or what is called in Logic, (b) a *description*, the *nominative* that denotes the *thing defined* is the *real subject*, while *that* which *defines the thing* is in *apposition* to it. Thus, (a) in "triangles are three sided rectilineal figures," *triangles* denotes the *thing defined* and is therefore the *real subject*, while *figures* is in *apposition* to it. (b) In "man is a two-handed animal," *man* is the *real subject*

- II In the case of a *mere description* (not in the logical sense), *i.e.*, when one nominative denotes things or circumstances which *describe, constitute, make up, form or cause* the thing denoted by the other, the *former* (*i.e.*, which *describes, &c.*) is the *real subject* while the *latter* (*i.e.*, which *is described*) is in *apposition* to it. Thus (a) in "the wages of sin is death," *death* constitutes the wages of sin. Hence the *real subject* is *death*.
- III Another and perhaps the easiest way of determining the real subject is to find out the answer to the most natural question in connection with the case under consideration, the answer showing the real subject. Now, the most natural question in connection with the example in I (a) and (b) are—What is a triangle? What is man? and in II (a) What are the wages of sin? the answer being *triangle, man* and *death*. Hence these are the real subjects.
- IV In interrogative sentences, the nominative that follows the verb is the real subject, while that which precedes it is in apposition to the subject, as, *who is he?* *who art thou?* Here *he* and *thou* are real subjects.
- Q 246 Determine the real subject in the following, according to the rules given above—(a) His pavilion were dark waters. (b) The cause of his failure was negligence. (c) To earn money by fair means or foul and to roll in wealth was the sole object of his life. (d) His food, the fruits, his drink, the crystal well. (e) His best companions, innocence and health, and his best riches, ignorance of wealth. (f) A straight line is the shortest distance between two points. (g) Who was Ram Mohan Ray?
- A 246 According to Rules II and III *waters* in (a), *negligence* in (b), *to earn money and roll* (expressing unity of idea and therefore having the verb in the singular number) in (c), *fruits* and *well* in (d), *innocence, health, and ignorance* in (e), are the real subjects, and the verbs agree or when supplied should agree with them in number. According to Rules I and III in (f), is the *real subject*. According to Rule IV *Ram Mohan Ray* in (g), is the *real subject*.
- Q 247 Comment on the forms "as follows," "as appears" and "so far as concerns"
- A 247 These forms are always used in the *singular* number even though they are applied to plural antecedents. They are regarded as adverbial expressions, as, the names of the prize boys in the Entrance Class are *as follows*, these books, *as appears* from the criticism of the Press, should

not be placed in the hands of young boys , these measures, *so far as concerns* the wounded soldiers, prove the generosity of the victors towards the vanquished

RULE II

Q 248 When do Collective nouns take a singular verb and a singular pronoun and when a plural verb and a plural pronoun ?

A 248 When *Collective Nouns* denote things that are *separately* thought of, they take *plural* verbs and *plural* pronouns after them, and when they denote things that are thought of collectively or as forming a single object, they take *singular* verbs and *singular* pronouns after them , as, the committee *were* divided in *their* opinion on the subject , a fleet of 10 sail *was* sent against the enemy, but *it* was destroyed by a storm

Q 249 Name some Collective nouns that are usually construed as (a) singular, some that are construed as (b) plural, and some that are construed as (c) singular or plural

A 249 (a) The following *Collective Nouns* are construed as *singular* —Nation, fleet, mob, army, Armada, regiment, legion, host, swarm, clan, society, meeting, sect, party, church

(b) The following are *plurals* —Mankind, public, people, aristocracy, nobility, gentry, peasantry, tenantry, soldiery, infantry, generalty, youth, cattle, crowd, sisterhood, priesthood, clergy, laity, &c

(c) The following are *singular* or *plural* The usage varies with reference to them —Court, committee, parliament, board, council, commission, company, government, jury, sort, police

RULE III

Q 250 What should be the number of the verb and the pronoun when two or more singular nominatives are connected by (1) and, and by (2) or or nor ?

A 250 Two or more *singular* nominatives connected by (1) and take a *plural* verb and a *plural* pronoun , and connected by (2) or or nor take a *singular* verb and a *singular* pronoun , as, Ram and Shyam *have* paid *their* fees , neither Jadu nor Hari *has* prepared *his* lesson

OBSERVATIONS

Q 251 When can two or more singular nominatives connected by *and* take a singular verb and a singular pronoun?

A. 251 When *two or more singular nominatives connected by and* (1) denote a single person or thing, (2) or are almost synonymous, (3) or are closely connected, (4) or denote the combination of the important parts of a single object, (5) or have the word *every* placed before the first or before each nominative, they take a singular verb and a singular pronoun, as, (1) the secretary and treasurer *has* sent *his* report, (2) "wherein *doth* sit the dread and fear of kings," (3) to kill Duncan and thus to be the king of Scotland *is* a brand that can never be effaced from the brow of Macbeth, (4) "the wheel and axle was out of repair," "bread and butter *is* my usual breakfast," (5) every boy and girl *has* got a prize

Q 252 Comment on the verb in the following —(a) Caesar as well as Cicero was eloquent, (b) Pompeii as well as Caesar were great men, (c) the prince with all his companions has found a watery grave

A 252 (a) When *as well as* is used to denote comparison the verb is singular if the first nominative is singular, (b) when it is equivalent to *and*, the verb is plural [Nesfield says *as well as* can never be equivalent to *and*, so that according to him *were* should be *was*], (c) when two nouns signify joint agency they should be connected by *and*, and not by *with* which should be used only when mere companionship or instrumentality is intended. As *prince* and *companion* signify joint agency, they should be connected by *and*, and the verb should be plural

Q 253 What should be the number and person of the verb when two nominatives are connected by *and* not?

A 253 The verb in that case agrees in number and person with the first nominative, as, He, and not we, is the guilty person

RULE IV

Q 254 What is the number of the verb and pronoun when a singular and a plural nominative are connected by *of* or *nor* and what is the order in which the nominatives are placed?

A 254 Such nominatives require the verb and pronoun to be in the plural number and the plural nominative is placed last, as, neither Hari nor his brothers *have* come

RULE V.

Q 255 If two or more nominatives of different persons are connected by *or* or *nor*, what is the order in which they are placed and with which of them does the verb agree

A 255 The nominative of the *second* person is placed *before* the nominative of the *first* person, the nominative of the *first* person is placed *last*, and the verb agrees with the nominative : *me* to *it*, is *you* or *he* is, *you* or *I* am, *he* or *I* am, *you*, *he* or *I* am. But if there is a *plural* nominative it should be placed *last*, whatever the *person* may be, and the verb should agree with the *plural* nominative, as *I* or *they* are to go.

RULE VI

Q 256 State the rule with regard to the concord between the pronoun and the noun for which it stands

A 256 The pronoun agrees in *gender*, *number* and *person* with the noun for which it stands, as, Ram has lost *his* book. The students have paid *their* fees.

OBSERVATIONS

Q 257 Mention any exception to the above rule

A 257 *It* is and *it* was may refer to nouns and pronouns of any gender, number and person : as, *it* is three years he came here, *it* is *four*, *it* is *that*, *it* is the *Howards*, *it* is *I*, *it* is *you*, *it* is *he* or *she*; *it* is *they*.

Q 258 If a pronoun of the first person or of the second person is connected with nouns or pronouns of other persons, what should be the person of the subsequent pronoun referring to them all

A 258 When a pronoun of the *first* person is connected with a noun or pronoun of the other persons, the subsequent pronoun is of the *first* person if it refers to things belonging to them all, and if a pronoun of the *second* person is so connected, the subsequent pronoun is of the second person under the same circumstance; as, Ram and I have got *our* pay, you and Ham have done *your* duty well. But if pronouns of the *first* and the *second* persons are connected together, the subsequent pronoun is of the *first* or the *second* person according as it refers to things belonging to the *first* or the *second* person, as, you and I shall divide *my* money or *your* money between *us*.

Q 259 If there are **two antecedents**, one of the **person**, and the other of the **thing**, with which of them does the **pronoun agree**?

A 259 The *pronoun agrees* with the *second* antecedent, as, the subject is the *person* or *thing* about *which* an assertion is made

NB — It is preferable to use *that* when one antecedent requires *who* and the other *which*, as, the subject is the person or thing *that* is spoken of

Q 260 When should **that** be used instead of **who** or **which**?

A 260 *That* is used instead of *who* or *which* (a) after adjectives of the *superlative* degree, (b) after *the same* and *all*, (c) after the *interrogative who*, (d) after *two* antecedents, one requiring *who* and the other *which*, (e) after *ordinal* adjectives, and (f) after *negative* expressions, as, (a) this is the best book that is available here, (b) this is the same book that you gave me sometime ago, all that you say is true, (c) who that has any sense of honour will submit to it, (d) the persons and things that I saw, (e) he was the *second* Bengali that rose to such distinction, (f) *nothing* that is of importance in this book should be omitted

Q 261 Comment on the use of **themselves** in "let each esteem other better than themselves,"

A 261 When *distributive* adjectives imply *both genders* they may take a *plural* pronoun

SECTION II.

GOVERNMENT

Q 262 What parts of Speech have the power of Government and what Cases do they govern?

A 262 *Transitive verbs, prepositions, nouns and adjectives* have the power of Government Of these —

(a) *Transitive verbs and prepositions* govern *objective* cases, as, read this book, he stood by me

(b) *Nouns* govern nouns and pronouns in the *possessive* case Thus, in 'Ram's house,' 'my book,' house and book govern *Ram's* and *my* respectively in the possessive case

(c) Certain *adjectives* govern *objective* cases, thus, in "this book is worth 5 rupees," "he is like his brother," *worth*

and *like* govern rupees and brother respectively in the objective case

(d) Sometimes *nouns* and *adjectives* having the *force of verbs* virtually govern noun *clauses* in the *objective* case, as, there is no proof that he has done this I am sure that he has not done this Here *proof* and *sure* have the force of verbs, the sentences being equivalent to "there is nothing to prove that &c" and "I can assure you that &c" They therefore govern the noun clauses after them in the *objective* case

- Q 263 Mention exceptions to the rule that the verb *to be* has the same case after it that it has before it
- A 263 "It is me", "is that him?" "Why, that's me" are exceptions, and though ungrammatical, have the authority of good writers in their favour
- Q 264 What is the difference between (a) "It is I" and (b) "It is me?"
- A 264 (a) should be used in *dignified* language, while (b) should be used in *ordinary* conversation
- Q 265 Show that the *nominative* sometimes occupies the place of the *objective*
- A 265 *Who* is often used for *whom* in interrogative sentences and sometimes in affirmative sentences, as, Who do you seek for? "The shepherd *who* you saw sitting by me"
- Q 266 Comment on (a) "than whom" and (b) "but he"
- A 266 (a) Strict grammar requires the *nominative* after *than* and the *objective* after *but* which is a preposition in (b) but both the expressions have the authority or an extensive usage
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CHAPTER IV

ORDER OF WORDS

SECTION I

THE NOMINATIVE AND THE VERB

Q 267 Mention the usual position of the nominative and the verb in a sentence

A 267 The *nominative* usually *precedes* the *verb*

Exceptions

Q 268 When is the usual position of the nominative altered?

A 268 (a) When the sentence is *interrogative*, without the interrogative pronoun in the nominative case, as, Is Ram at home? When will he go to school?

NOTE—In an interrogative sentence, when there is a *single* nominative which is an *interrogative* pronoun, it precedes the verb, but if there are two nominatives, one an interrogative pronoun, and the other a pronoun of a different kind or a noun, the *real* nominative follows the verb, while the interrogative pronoun that precedes it is in apposition to the other nominative. Thus in “*who art thou*,” *thou* is the real nominative coming after the verb, while *who* is in apposition to it.

(b) When the sentence is *imperative*, as, Come (you) to me in the evening

(c) When the sentence is *optative*, as, May you be happy

(d) When the sentence is *exclamatory*, as, How sad was the sight of the deserted city!

(e) When a *supposition* is expressed with the *conjunction suppressed*, as, Had he been a miser, he would not have given so much for the poor

(f) When *neither* or *nor* (=and not) *precedes* the *verb*, as, he has not paid his debts, nor does he intend to do so

(g) When a *neuter verb* is *preceded* by *here*, *there* (introduitory), *hence* or other adverbial expressions, as, Here is your book, there is a man at the gate

N B—Sentences in this case generally imply some emphasis

(h) When correlatives join two sentences, one of them often has the nominative after the verb, as, No sooner did he finish his work, than he went home

(i) When the sentence is *emphatic*, as, Ill fares the land
Do this you must

- Q 269 What is the usual position of the complement and when is this position altered ?
- A 269 (a) The *complement* usually *follows* the *verb* (b) but it is placed before the verb for the sake of emphasis, as, (a) Ram is diligent, (b) Great is our God, A man severe he was

SECTION II

THE OBJECT AND THE GOVERNING WORD

- Q 270 What is the usual position of the object and when is it altered ?
- A 270 The *object* is usually placed *after* the word that governs it, as I like this *book*. Will you lend *it* to me ? But this order is changed in the following cases —
- (a) If the *governing* word is a *verb* and the *object* is a *relative* or *interrogative* pronoun or a *noun* modified by an *interrogative adjective*, it *must* be placed *before* the *verb*, as I have got the book *that* I lost, *what* do you want ? *which* book do you want ?
- (b) For the sake of *emphasis* and in *poetry* the *object* often *precedes* the *verb*, as, This *man* you must not kill, "my right there is none to dispute"
- (c) If the *governing* word is a *preposition* and the *object* is (i) a *relative* pronoun *except that*, (ii) an *interrogative* pronoun or (iii) a *noun* qualified by a *relative* or an *interrogative adjective*, the *object* *may* or *may not* be placed *before* the *preposition*, as, (i) The post *which* you have applied for, or for *which* you have applied is filled up ; (ii) *Whom* do you wish to give it to, or to *whom* do you wish to give it ? (iii) He has promised to vote for me *which* promise he is sure to adhere to, or to *which* promise he is sure to adhere. *Which* house do you wish to go to, or, to *which* house do you wish to go ?
- (d) When the *object* is a *relative* pronoun understood or the *relative that*, the *preposition* *must* be placed *after* it, as, The man (*whom*) I speak of is very poor, I like the book *that* you speak of
- (e) For *emphasis* and in *poetry*, the *preposition* is often placed *after* its *object*, as, This *man* you cannot refuse to give your money *to*, "come, walk with me the *jungle* *through*"

SECTION III

THE ADJECTIVE

(For the position of the Adjective—See Q 132)

SECTION IV

THE ARTICLE

- Q 271 What is the general rule about the position of the article in a sentence ?
- A 271 (a) When several nouns or several adjectives qualifying a noun denote a *single object*, the article is placed before the first, (b) but when they denote *different objects*, it is repeated before each, as, (a) Plato was *the* friend and pupil of Socrates, Ram is *a* diligent, intelligent and conscientious man, (b) *the* Entrance and *the* Preparatory class (=two classes), *the* black and *the* white cow (=two cows)
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SECTION V

THE ADVERB

- Q 272 State the general rule about the position of the adverb in a sentence (C U P 1899 modified, M U P 1904)
- A 272 The *adverb* is usually placed (a) before adjectives and other adverbs, as, A very good boy, very neatly done (b) after the intransitive verb, as, He runs quickly, (c) after the object of the transitive verb, as, I love him dearly, (d) before the object if it is emphatic or long, as, He performs with ease all the different duties of his office, (e) between the auxiliary and the principal verb, as, you have greatly disappointed me, (f) when there are several adverbs and several auxiliaries, they are intermixed, as, You have always been very much attached to your friend, (g) adverbs generally introduce exclamatory sentences, as, How amiable is that boy, (h) the negative adverb is placed before the participle, as, Not seeing his friend, nor hearing from him for a long time, he sent him a telegram (i) *Not* is placed between the auxiliary and the verb, but when there is no auxiliary, it is placed after the verb, as, I do *not* sigh for power, I sigh *not* for power

Q 273 Show how the meaning of a sentence varies according to the position of *only* (C U P 1899)

A 273 The meaning varies not only in accordance with the position of *only* but also in accordance with the *emphasis* laid on one or other of the words in a sentence. Thus, in the sentence "He has given a hundred rupees for the relief of the poor," (a) if *only* is placed *before or after he* and *he* is emphasized, the meaning is that he is the only individual who has, &c (b) If *only* is placed *before he* and is emphasized, it is then a conjunction (=but) connecting the given sentence with a previous one and the meaning is, there is this objection against what is said in the previous sentence that he has, &c (c) If *only* is placed *after has*, and *given* is emphasized the meaning is, he has given &c, and has done nothing else (d) If *only* is placed *after rupees* and *a hundred rupees* is emphasized, it conveys a disparaging idea, and means that he should have given more (e) But if *only* is emphasized and connected with "for the relief," the meaning is "for no other purpose" (f) If *only* is placed *after poor* the meaning is "for no other person"

NB—These remarks are applicable to *at least*, *alone*, *solely* and several other adverbs

Q 274 Distinguish between the following —
He lost his only child
He lost his child only—(C U P 1915)

A 274 The first means he had only one child and he lost it. The second means he lost his child and no other member of his family. In the first, *only* is an adjective, in the second an adverb

Q 275 Comment on "I do not intend to go home, but to remain here"

A 275 It should be "I intend *not* to go home, but to remain here," because *intention* is not denied but *going* is denied, intention being affirmed of the subject with reference to (i) not going and (ii) remaining

CHAPTER V

DERIVATION

Q 276 Define *prefix* and *suffix*

A 276 A *prefix* is a particle added to an original word at the *beginning*, as, *un* in *unkind*.
A *suffix*, called also *affix*, is a particle added to an original word at the *end*, as, *ly* in *kindly*

SECTION I

PREFIXES

Q 277 Give the meanings of the following **English Prefixes** with examples —*a, be, fore, gain, mis, un, with*

A 277 **A**—*on, in*, as, ashore, abed

Be—(1) *about*, as, besprinkle (2) *communicates* the qualities of the other part of the compound to some object, as, becloud, bedew

Fore—*before*, as, forenoon, foresee

Gain—*against*, as, gainsay

Mis—*wrong, failure*, as, mistake

Un—(1) *not* (before adjectives and nouns), as, unkind, untruth (2) *undo an action* (before verbs), as, untie, unbind, unman, unhoise, undo, unfurl In *unloose*, it is *intensive*

With—*against*, as, withstand, withdraw, withhold

Q 278 Give the meanings of the following **Latin Prefixes** with examples —*a, ambi, ante, bene, bi, circum, cis, con, contra, de, demi, di, equi, in, inter, mal, omni, post, retro, semi, sub, super, trans, vice*

A 278 **A** (with its different forms, **ab, abs**)—*away from* as, avert, abuse, absent, abstract

Ambi—*on both or all sides*, as, ambiguous, ambition

Ante—(sometimes **anti**, but not the Gr **anti**)—*before*, as, antecedent, anticipate, antedate, antemeridian (written **A M**), antediluvian, antechamber, anterior

Bene—*well*, as, benediction, benevolent, benefit, benefice

Bi (bis)—*two or twice*, as, bisect, biped, biscuit

Circum (cirou)—*round about*, as, circumnavigate, circumference, circuit, circumscribe, circulate, circumlocution

Cis—*on this side*, as, cis-sutledge, cisalpine

Con (co, cog, col, com, cor,) *together*, as, connect, concur, co ordinate, co-equal, co-existent, cognate, collect, compare, combine, correspond

Contra (contro, counter)—*against*, as, contradict, controversy, counteract

De—*down, from*, as, dethrone, deduct, depose

-half, as, demi-god, demi official

Di (dis dif)—(1) *ascender*, as, digress distract, different
(2) *negation or reversal*, as, disobey disintegrate

Equi—*equal*, as, equiangular, equinox

In (il, im, ir)—(1) *negative* (before adjectives), as, inattentive illegal, immortal, irregular

(2) *in, into* (before verbs), as, include

Inter—*between*, as, intermarry, intervene

Mal (male) *bad*, as, malcontent, maltreat, malediction, malefactor

Omn—*all*, as, omnipresent, omnipotent, omniscient

Post—*after*, as, postpone, postscript, (written P S), postmortem, postmeridian (written P M)

Retro—*backwards*, as, retrograde, retrospect

Semi—*half*, as, semi-transparent, semi-circle, semi vowel

Sub—(sub suf, sug sum, sup, sus)—*under, after*, as, subordinate, succeed, suffix, suggest, summon, supplicate, suspend

Super—(sur)—*above, beyond*, as supernatural, superintend, surmount

Trans—*across, beyond*, as, transatlantic, transalpine, trans-sutledge, transport, transit

Vice—(vis)—*in place of*, as, viceroy, vice-president, viscount

Q 279 Give the meanings of the following Greek Prefixes with examples —*a, amph, anti, apo, arch, auto, cata, di, dia, hemi, hyper, meta mono, poly, syn*

A 279

A (an)—*without privation*, as, atom, anarchy, anonymous

Amphi—*both*, as, amphibious, amphitheatre

Anti—(ant *against*, as, antichristian, antipathy, antarctic, antidote, antipodes

Apo—*from*, as, apostate, apostle, apostrophy

Arch *chief*, as, archbishop, archangel, archipelago, architect

Auto—*self*, as, autocrat, autobiography, autograph

Cata—*down*, as, catalogue, catastrophe, cataract

Di—*two*, as, dissyllable

Dia—*through*, as, diameter, dialogue

Hemi—*half*, as, hemisphere

Hyper—*above, over*, as, hyperbole, hypercritical

Meta—*change*, as, metamorphose, metaphor, metaphysics

Mono—*single*, as, monosyllable, monogram, monarch

Poly—*many*, as, polygamy, polysyllable, polygon

Syn (*syl, sym, sy*)—*together*, as, syntax, synonym, syllogism, sympathy, symptom, system

SECTION II

SUFFIXES

NOUNS

Q 280 Mention some important suffixes that form nouns signifying office, quality or condition, and give examples of each

A 280

Age Bondage, homage

Dom Wisdom, freedom, serfdom

Hood Childhood, manhood

Ness Kindness, rudeness, darkness

Red Hatred, kindred

Ry, y Slavery, recovery, beggary

Ship Friendship, guardianship, lordship

Th Health, strength, length, truth, growth

Acy Accuracy, supremacy

Al Denial, arrival, removal

Ance Guidance, assistance

Dom, Ric (*Jurisdiction*) Kingdom, earldom, bishopric

Ence Diligence, patience

ism Sophism, Optimism

ity, ty Equality, certainty

Ment Confinement, punishment, payment

Tude Gratitude, solitude

Ure Capture, torture, pleasure.

Q 281 (a) What is the origin of Diminutives? (b) Mention some of the more common diminutive suffixes and give examples of each

A 281 (a) Diminutives are formed to express the idea of *endearment* or *contempt*. They are also applied to the *young* of *living beings* and to *things below the average size*

(b)

En Chicken, kitten, maiden

Ikin, kin Manikin, lambkin, napkin

Ling Lordling, duckling, gosling, darling

Ock Hillock, bullock

Y, ie Deary, baby, daddy, lassie

Cle Particle, corpuscle

Cule Animalcule

isk Asterisk, obelisk

let Streamlet, leaflet, ringlet.

Et Islet, cygnet (from swan)

Ule Globule, pilule

Q 282 Give the diminutives of some of the proper names

A 282

Masculine

Alfred—Alf
Charles—Charlie
Daniel—Dan
David—Davie
Edmund—Ed, Ned
Francis—Frank
Frederick—Fred
George—Georgie
Henry—Hal, Harry
James—Jem, Jim, Jemmy, Jimmy
John—Johnny, Jack
Joseph—Joe
Nicholas—Nick
Philip—Phil
Richard—Dick, Dicken
Robert—Bob, Bob, Dobbin, Rob, Robin
Samuel—Sam, Sammy

Thomas—Tom, Tommy
William—Will, Willy

Feminine

Anne—Annie, Nanny, Nancy, Nan, Nina
Arabella—Bella, Bel
Bertha—Berty
Catherine—Kate, Kit, Kitty
Eleanor—Nora
Elizabeth—Bess, Bessy, Betsy, Lizzy
Emma—Emmie
Frances—Fanny
Gertrude—Gertie
Helena—Nelly
Magdalene—Maud
Margaret—Meg, Meggy
Mary—Moll, Molly
Matilda—Maud, Matty

Q 283 Mention the suffixes that form nouns signifying agent and give examples of each

A 283

An Guardian
Ant Servant, assistant
Ar Beggar, liar
Ard Drunkard, coward, lag-gard, wizard
Er Speaker, writer
Eer Mutineer, charioteer, auctioneer, volunteer, privateer
Ent Student, adherent

Ier Cashier, countier
Ist Botanist, theist, jurist, chemist
Man Workman, watchman, ploughman
Or Sailor, conductor, warrior, visitor, inspector
Star Punster, songster, gamester, spinster, youngster
Yer Lawyer, sawyer

Q 284 What is the meaning of the suffix *ee*? Mention some words with this suffix

A 284 The meaning of *ee* is (a) generally *passive* and (b) sometimes *active*, as, (a) consignee, examinee, payee, grantee, refugee, (b) absentee, devotee

ADJECTIVES

- 285 Mention with examples the adjective suffixes that denote (a) belonging to, (b) full of, (c) likeness, (d) privation, (e) made of, (f) direction, (g) quarter, (h) capacity

A 285

(a) <i>Belonging to</i>		(d) <i>Privation</i>	
Al	Mortal, national, regal	Less	Artless, guileless, fruitless
ic	Domestic		
(b) <i>Full of</i>		(e) <i>Made of</i>	
Ate	Fortunate, obstinate	En	Wooden, earthen
Full	Hopeful, beautiful		
ous	Dangerous, glorious	(f) <i>Direction</i>	
Some	Gladsome, troublesome	Ward	Homeward, eastward, westward
Y	Airy, watery		
(c) <i>Likeness</i>		(g) <i>Quarter</i>	
Ish	Childish, boyish	Ern	Eastern, northern
Like	Childlike, sunlike		
Ly	Godly, maidenly	(h) <i>Capacity</i>	
NB - <i>Ish</i> denotes (i) likeness, as, childish, (ii) diminution, as, blackish, (iii) nationality, as, English		Able	Profitable, eatable, curable
		Ible	Incredible, reducible

VERBS

- Q 286 Mention some verb suffixes with meanings and examples
- A 286 *Atc*, *en*, *fy*, *ize* and *ise* all mean to *make*, as, cultivate, darken, glorify, civilize, criticize

- Q 287 Mention instances of words formed by internal change
- A 278 (a) *By change of vowel*, as food, *n* (from feed, *v*), bleed, *v* (from blood, *n*) (b) *By change of consonant*, as, belief, *n* (from believe, *v*), *prize v* (from price *n*) (c) *By change of vowel and consonant*, as, lit, *n* (from cat, *n*), graze, *v* (from grass, *n*)

SECTION III

COMPOUND WORDS

NOUNS

Q 289 Mention instances of compound nouns formed (a) by combining nouns and other parts of speech and (b) by combining parts of speech other than the noun

A 289

a
Noun + noun, rose-bud, eye-glass
Participle + Noun, looking-glass, riding-stick
Noun + adj, court martial
Adj + noun, mid day, fort-night
Noun + verb, godsend, rainfall (with *er*) peacemaker
Verb + noun, spendthrift, break-fast

Adv + noun, outlaw, by-word
Noun + adv, lockup, sundown
Prep + noun, fore noon, after noon
 (b)

Adv + verb, outlay, welcome
Verb + adv, breakdown, drawback
Verb + verb, hearsay, make believe
Verb + prep, go between

ADJECTIVES

Q 290 Give examples of compound adjectives with the mode of their formation

A 290

Noun + adj, snow-white, blood-red, pitch dark
Adj + adj, pale blue, dark-green, red-hot
Noun + part (present), soul-enfranchising, all-seeing, awe-inspiring
Noun + part (part), heart-felt, awe-struck, terror-stricken

Adj + part (present), good-looking, hollow sounding
Adv + adj, all-powerful
Adv + part (pres or past), never failing, long-remembered, well bred
Noun + noun + ed, lion-hearted
Adj + noun + ed, able-bodied, four-sided

Q 291 Form compounds from these pair of words, *head* and *hard*, *fist* and *close*, *grain* and *cross*, *finger* and *light*, *skin* and *thin*, *brass* and *face*, and indicate the meanings of the compounds so formed (C U P 1901)

A 291 hard headed (shrewd, intelligent) close-fisted (miserly), cross-grained (peevish), light-fingered (thievish), thin-skinned (sensitive, irritable), brazen-faced (impudent)

- Q 292 Form compound nouns in which the following words are used as adjectives blood, gun, sword, book, battle, birth, foot, hand, tooth, (C U P 1904)
- A 292 Blood-relation, gunshot, sword-thrust, book-worm, battle-city, birth-right, foot stool, hand-bag tooth-ache
- Q 293 Form compound adjectives in which the following are used as adverbs —fire, heart, machine, cloth, hard, hot, thick, right, sad (C U P 1904)
- A 293 Fire burnt, heart rending, machine made, cloth bound, hard-hearted, hot-headed, thick-skinned, right-minded, sad-hearted

VERBS

- Q 294 Give examples of compound verbs with the mode of their formation
- A 294
- | | | |
|---|--|---|
| <i>Noun + verb</i> , back-bite, way-lay | | <i>Adj + verb</i> , white wash |
| <i>Noun + noun</i> , hand-cuff | | <i>Adj + verb</i> , fore-tell, gainsay, cross-question, cross examine |

ADVERBS

- Q 295 Give examples of compound adverbs with the mode of their formation
- A 295 *Noun + noun*, length-wise *Adj + noun*, straight way
Noun + adj, knee deep
- Q 296 Distinguish between (a) a *finger-ring* and a *ring-finger*, (b) a *rose-tree* and a *tree-rose*, (c) a *ground-nut* and a *nut ground*, (d) an *oil-lamp* and *lamp oil*, (e) a *blackbird* and a *black bird*, (f) a *mad-house* and a *mad house*
- A 296 (a) A *finger-ring*=a ring for the finger as distinguished from other kinds of ring, *ring-finger*=the finger that wears the ring, (b) a *rose-tree*=a tree that grows roses, a *tree rose*=a rose that grows on trees, (c) a *ground-nut*=a nut that grows in the ground, a *nut-ground*=a ground for growing nuts, (d) and *oil lamp*=a lamp in which oil is used, *lamp oil*=oil for lamps, (e) a *blackbird*=a cuckoo, a *black bird*=a bird with black colour, (f) a *mad-house*=a house for receiving mad men, a *mad house*=a family the members of which are all mad

PART IV.

PROSODY.

Q 297 Define **Prosody**

A 297 *Prosody* treats of the *laws* of Versification

Q 298 What are the two **forms** in which **poetry** is written ,
Define them

A 298 Poetry is written in (a) *Rhyme* and (b) *Blank Verse*

(a) In *Rhyme*, the last syllables of the lines have the same sound , as,

Sweet Auburn ' loveliest village of the plain,
Where health and plenty cheered the labouring swain

(b) In *Blank Verse*, the last syllables do not rhyme , as,
Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe,
With loss of Eden, till one greater Man
Restore us, and regain the blissful seat,
Sing, Heavenly Muse

Q 299 Define **verse**, **foot**, **metre** and the **different kinds**
of feet

A 299 A *verse* is a single line of poetry

A *foot* consists of two or three accented and unaccented syllables

A *metre* is the number of feet in a line There are four kinds of
feet , *viz*, Iambus, Trochee, Anapæst, and Dactyl

An *Iambus* consists of *two* syllables, of which the *first* is *unac-*
cented and the *second accented* as, awake , arise

A *Trochee* consists of *two* syllables, of which the *first* is *accented*
and the *second unaccented* , as Caesar , conquer

An *Anapæst* consists of *three* syllables of which the *third* only
is *accented* , as, inculcate

A *Dactyl* consists of *three* syllables of which the *first* only is
accented , as, beautiful

N B —The easiest way of remembering the method of accentua-
tion in the first three kinds of feet is to remember the accentua-
tion in the names themselves Thus, the name Iambus has the
accent on the second syllable , and Iambic foot also has the
accent on the second syllable Trochee has the accent on the
first syllable , a Trochaic foot has the accent on the first
syllable Anapæst has the accent on the third syllable , an
Anapæstic foot has the accent on the third syllable In the

Dactylic foot, the name (Dactyl) is a guide to the accentuation in the foot, for in both the accent is on the *first* syllable

Q 300 What is a **Stanza**?

A 300 A *stanza* consists of a certain number of verses and forms the means of dividing a poem

Q 301 How are *verses* divided?

A 301 Verses are divided according to the character of feet of which they chiefly consist, such as Iambic, Trochaic, Anapaestic and Dactylic

Q 302 How is the form of a verse determined and named

A 302 The form of a verse Iambic, Trochaic or otherwise, is determined by the number of feet in it and is usually named Trimeter, Tetrameter, Pentameter, Hexameter, &c according as it contains three feet, four feet, five feet, six feet, &c

PART V

PUNCTUATION.

Q 303 Define **punctuation** and name the principal stops

A 303 *Punctuation* is the art of *dividing sentences* by means of *stops*. The principal stops are the *comma*, the *semi-colon*, the *colon* and the *full stop*

Q 304 State the rules for the use of the different stops

COMMA

A 304 (1) If the subject of a simple sentence is very long on account of adjuncts, it is separated from the predicate by a Comma as, The fact of his being laid up with fever and dysentery for a long time before the examination, was the cause of his failure

(2) If an adjunct of a subject is co-ordinating, and not restrictive it is separated by a Comma, as, (*co-ordinating*) Having finished his work, he went home, William the Conqueror, having defeated Harold in the battle of Hastings, became the king of England, (*restrictive*) Boys getting half the full marks and upwards are placed in the first division

(3) Three or more words of the same part of speech are separated by Commas, as, Men, women, and children were all present at the coronation of the king

- (4) The Nominative of Address is separated by Commas , as, Believe me, Sir, it is a beautiful creature
- (5) Nouns in apposition are usually separated by Commas, but when they form a single name they are not separated , as, William I, the first Norman King of England, ascended the throne in 1066 , William the Conqueror ascended &c
- (6) A phrase containing the Nominative Absolute is separated by a Comma , as, The president being absent, Ram Babu was voted to the chair
- (7) Adverbial phrases, Absolute infinitives, and quotations are separated by Commas , as, His/poetry, in fact, is no better than prose , to tell you the truth I do not like that man Ram, said, "Here comes our much esteemed friend, Shyam Babu "
- (8) Noun clauses are not usually separated by Commas, unless they are very long , as, (*short*) That he is honest is believed by everybody, everybody believes that he is honest , (*long*) That every human being is responsible to God for his actions in this life, is a truth that should never be forgotten
- (9) Co ordinating adjective clauses are separated by Commas, while restrictive clauses are not, as, God, who is all-merciful will pardon our sins students who are negligent in their studies will fail in the examination
- (10) Adverbial clauses are usually separated by Commas , as, if you talk again, I shall punish you
- (11) Fully expressed co ordinate clauses and clauses connected by assertive conjunctions are separated by Commas , as, The sun rose, and the mists disappeared , he was here, but his brother was not
- (12) When co-ordinate clauses are *not* connected by conjunctions they are separated by (a) Commas, if short, and by (b) Semi-colons, if long ; as, "I came, I saw, I conquered ,"
(b) He (Corts) had nowhere met with so determined a resistance within the borders of Anahuac , nowhere had he encountered native troops so formidable &c.
- (13) Words of the same part of speech used in pairs are separated by Commas , as, "Anarchy and confusion, poverty and distress, desolation and ruin, are the consequences of civil war "

THE SEMI-COLON

[The Semi-colon is used to separate sentences or parts of a sentence less closely connected than those separated by Commas]

- (1) When one of two clauses is an inference from the other,

they are separated by a Semicolon, as, it has rained,
for the ground is wet

(2) See Comma, Rule 12

THE COLON

[No definite rule can be given for the use of Colon]

It is generally used to introduce (a) a quotation, (b) an example and (c) the subject of a question not in the interrogative form, (d) an enumeration of particulars, as, (a) Brutus pronounced the elegy of Cassius in the well known words — "There lies the last of the Romans" (b) The verb agrees with its object in number and persons — Ram has lost his book (c) Translate the following into Bengali — God helps those that help themselves, (d) send me the following articles — a tooth brush, a knife, a money bag, half a dozen lead pencils and a bottle of gly

THE FULL-STOP

The Full-stop is used after a complete sentence

FIGURES OF SPEECH OR RHETORIC

Q 305 What do you mean by Figures of Speech or Rhetoric? Enumerate and define the chief Figures of speech and give an example of each

A 305 A figure of speech consists in using words or phrases in a sense different from the ordinary meaning

The following are the chief figures of speech —

(1) *Simile*, (2) *Metaphor*, (3) *Metonymy*, (4) *Synecdoche*, (5) *Personification*, (6) *Irony*

(1) A *simile* consists in comparing two things of different classes resembling each other in a particular point or points, the resemblance being expressed by *as*, *like*, *as-as*, *as so* —

Thy (ocean's) *voice* is *like* the *thunder* and thy *sleep*,
is *like* a giant's *slumber*, loud and deep

(2) A *metaphor* is the comparison of things of different classes expressed without the signs *like*, *as-as*, &c, as, He is the *pillar* of the State, Ranjit Singh was the *lion* of the Punjab

- (3) A *metonymy* consists in using (a) the *cause* for the *effect* or the *author* for his *works*, as, we read Milton = his works, (b) the *effect* for the *cause*, as, *gray hairs* (old age) should be respected, [If *gray hairs* is explained as signifying *old men* it is an instance of the sign for the thing signified], (c) the *container* for the *contained*, as, the whole *country* (inhabitants) rose in arms, (d) the *sign* for the *thing signified*, as, Clive exchanged the *pen* (the profession of clerks) for the *sword* (the soldier's profession) Several persons laid claim to the *throne* (sovereignty) of Scotland after the death of Alexander III
- (4) A *synecdoche* consists in using (a) the *part* for the *whole*, as, "no useless coffin enclosed his *breast*" (the whole body), (b) the *whole* for the *part*, as, "dust *thou* (the body only) art, to dust returnest", (c) the *species* for the *genus*, as, to earn bread (food), (d) the *genus* for the *species*, "a creature (a boy) of heroic blood", (e) the *definite* for the *indefinite*, as, *thousands* (a large number) of men were there, (f) *abstract* for the *concrete*, as "I am out of *humanity's* (mankind) reach", (g) the *concrete* for the *abstract*, as, what the *sword* (military force) has won, the *sword* (military force) must govern, (h) the *material* for the *things* made of it, as, He was dressed in *silk* (silken cloth), (i) an *individual* for a *class*, as, Kalidas is the *Shakespeare* (the greatest poet) of India
- (5) *Personification* consists in ascribing the attributes of human beings to lower animals and inanimate objects, as,
- (i) "You sang, sir, (the cricket) you say"
Go then," said the *ant*, "and dance winter away"
- (ii) "The drooping *violets* look so gladiy up
Blessing our God for rain '* * *
- (6) *Irony* consists in saying just the opposite of what we intend to express It is used in making some mortifying remarks about a person or exposing the follies of mankind; as, He is the most *diligent* student in the class = (the most lazy student)

Q 306 What is the difference between an *Allegory*, a *Parable*, and a *Fable*?

A. 306 An *allegory* is the description of one thing under the image of another "It is a tale consisting of a series of incidents analogous to another series of incidents, which it is intended to illustrate" (Nesfield), e.g. Bunnyan's *Pilgrim's Progress*

A *parable* is a story of something, which might have happened, told to illustrate some doctrine or to teach some moral lesson, *e.g.* the parables of the sower, the prodigal son. The Gospels abound in parables.

A *fable* is a narrative in which things irrational, and sometimes inanimate, are for the purpose of moral instruction, feigned to act and speak with human interests and passions, *e.g.* Aesop's Fables.

Q 307 Explain *Antithesis*, *Epigram*, *Transferred Epithet*, *Hyperbole*, *Euphemism* and *Oxymoron*.

A 307 An *antithesis* is a figure of speech in which one idea is set against another, *e.g.* he prostrated himself in the dust before his Maker, but he set his foot on the neck of his king. He can *bribe* but he cannot *seduce*. A *lamb* at home, a *lion* in chase.

An *epigram* is a terse, sententious saying giving pointed expression to a striking thought, *e.g.* The *child* is *father* of the man. *Silence* is sometimes more *eloquent* than words.

A *transferred epithet* is a change in the order of words by which a descriptive term is transferred from the substantive to which it is properly applicable to another closely connected with it, *e.g.* the ploughman homeward plods his *weary* way. In all the *silent* manliness of grief (*i.e.*, manliness of silent grief).

A *hyperbole* is an extravagant statement or assertion not intended to be understood liberally but is intended to produce a more powerful impression on the mind than would be achieved by a plain and liberal statement of the fact, *e.g.* Sir, I love you more than words can wield the matter, dearer than eyesight, space and liberty, beyond what can be valued, rich or rare.

Euphemism is the use of a mild, delicate, or indirect word or expression in place of a plainer or more accurate one, *e.g.* He was relieved of his purse by one of the *light-fingered gentry* of the road.

Oxymoron is the joining together in one phrase of terms which in their literal meaning are contradictory, *e.g.* His *honour* rooted in *dishonour* stood, and *faith* *unfaithful* kept him *falsely true*.

MISCELLANEA

INTERCHANGE OF PARTS OF SPEECH

Q 308 Show that certain words are used in more than one part of speech Give illustrative examples

A 308

Above (1) *adj* :—The above extract is from Milton (2) *adv* —The facts mentioned above (3) *prep* —He lives above his means, above all (4) *noun* —The above is quoted from Milton

After (1) *prep* —After his arrival (2) *Conjunction* or *conjunctive adverb* —I came after he had come (3) *adv* —he came long after (4) *adj* —after ages, the after period of his life

All (1) *indef num adj* —All the boys have passed (2) *adv of quantity* —all my labour is lost (3) *noun* —our all is at stake (4) *adv* —all along, all over.

Any (1) *adj* —any amount (2) *adv* —any longer

As (1) *rel pron* —Let me have such books as will be of use to me (2) *conj* —as he is ill he cannot come here to day, slow as he is, he is sure to succeed (as=though) (3) *relative* or *conjunctive adv* —he trembled as he spoke, he did as he was asked to do

Before (1) *prep* —there is a tree before the house (2) *adv* —I knew this before (3) *conjunction* or *conjunctive adv* —Do not go home before you have finished your work

Better (1) *adj* —his house is better than yours (2) *adv* —he behaves better than you (3) *noun* —their betters would hardly be found (4) *verb* —he attempted to better his circumstances

Both (1) *adj* —Both the men were rewarded (2) *conj* —(both and) both Rām and Hari have passed (3) *pron* —he has neither intelligence nor diligence but his brother has both (5) *noun* when followed by of —both of them are well behaved

But (1) *conj* —He is a rich man, but he is a great miser (2) *prep* —None but Ram can solve this problem, I cannot but go there (=I cannot do anything except &c) (3) *adv* —we are but of yesterday (4) *rel pron* —There is none (or who is there) but will help the poor at this time of scarcity=there is none who will not &c

By (1) *prep* —This slate is broken by Hari. (2) *adv* —There was no one by

Close (1) *verb* — Our school closes at 4 P M (2) *noun* — the war was brought to a close by a treaty (3) *adj* — close friendship (4) *adv* — It is close upon 5 o'clock.

Either (1) *pron* — either of the books will serve our purpose (2) *adj* — on either side of the road (3) *conj* — either you or Hari must have done this

Else (1) *pron* — is there anybody else ? (2) *adv* — nowhere else can it be found (3) *conj* — I have not got anything with me, else I would help you

Few (1) *adj* — few men are able to do it (2) *pron* — few deserve pity (3) *noun* — a few of my friends have promised help to the famine-stricken people

Enough (1) *adv* — I know you well enough (2) *adj* — he has money enough to indulge in luxury (3) *noun* — enough has been done for him

For (1) *prep* — He has been rewarded for his honesty (2) *conj* — he cannot come here for he is ill

Half (1) *noun* — Half (of) the time is over (2) *adj* — a half rupee, a half time man (3) *adv* — a thing well begun is half done

However (1) *adv* — However good he may be (2) *conj* — I cannot say anything in your favour I shall not, however, say anything against you

Little (1) *noun* — Very little has yet been done (2) *adj* — he has taken very little trouble for this (3) *adv* — he thinks very little of me

Many (1) *adj* — Many books are worthless (2) *pron* — many are of the same opinion with you (3) *noun* — a great many of those things are of rare excellence

More (1) *adj* — more money is required for helping the poor (2) *noun* — more than this cannot be said on the subject (3) *adv* — he is more intelligent than his brother

Much (1) *adj* — Much good has been done (2) *noun* — much has been done for him (3) *adv* — much obliged

Near (1) *adj* — A near relation (2) *adv* — come near (3) *prep* — near his house [Near in this expression may be considered as an adjective governing an objective case] (4) *verb* — the ship neared the land, we are nearing our destination

Neither (1) *pron* — Neither of us will go (2) *adj* — neither party agreed to the proposal (3) *conj* — neither he nor his friend is to blame

Needs (1) *adv* — I must needs go (2) *noun* — be governed

by your need, not by your fancy (3) *verb* —he needs your help

No (1) *adj* —No boy is allowed to go out (2) *adv* —I shall no longer remain here

None (1) *pron* —Have you any money with you? I have none, none can do this (2) *adj* —silver and gold have I none, he is none other than the prime minister (3) *adv* —we are none the wiser by it.

Off (1) *adv* —to take off, hold off (2) *prep* —what a weight of grief was off his mind (3) *interjection* —off, you fool

One (1) *adj*. —one boy (2) *pron* —if you do so, one may think you are guided by selfish motives

Only (1) *adj*. —an only son (2) *adv* —he did it only for the good of his countrymen (3) *conj* —do what you like, only see that you do not do what is wrong

Otherwise (1) *conj* —keep quiet, otherwise you will be punished (2) *adj* —it cannot be otherwise (3) *adv* —a man otherwise great

Past (1) *adv* —past events (2) *prep* —half-past four (3) *noun* —it is a thing of the past (4) *adv* —the alarm of drums swept past

Right (1) *adj* —the right man in the right place (2) *adv* —I am right glad to hear this (3) *noun* —you have no right to go there (4) *verb* —to right an injured person, to right wrong

Round (1) *adj* —a round ball (2) *prep* —the earth moves round the sun (3) *adv* —a wheel turns round (4) *noun* —a round of applause (5) *verb* —to round the edges of anything

Since (1) *adv* —he came here long since, I saw him a month ago and I have not seen him since (2) *prep* —I have been ill since yesterday (3) *adv* *conj* —he has been ill since he came here (4) *conj* —since he is ill, he should not work

Some (1) *adj* —some books are useful (2) *pron* —some say that he is an honest man (3) *adv* —some fifty men died of cholera last week.

Still (1) *adv* —he is still suffering from fever (2) *adj* —the small still voice (3) *noun* —the still of midnight (4) *verb* —to still the passions; with his name the

mothers still their babes (5) conj —he is ill, still he works as usual

✓ Than (1) conj —he is wiser than his brother (2) prep —
than whom, except Satan none higher sat, there are
more than fifty boys in this class

✓ That (1) adj —that book is mine (2) dem pron —his style
is better than that of his brother (3) rel pron :—the book
that you gave me is very useful (4) conj —I know that
he is a good boy, I say this that you may improve
(purpose), now that you have come, my anxiety for you
is over, (that=since) (5) adv or adverbial object —I
shall return by the time that you will finish your work

✓ The (1) art —the man (2) adv —the sooner you go home
the better for you, the more, the merrier

Then (1) adv —first prepare your lessons and then go to
bed (2) conj —if he can deceive us, then there is no one
else whom we can trust (3) adj —the then king (4)
noun —till then he can wait here

Till (1) prep —you must remain here till 5 o'clock. (2) conj
adv —he must remain here till he recovers

What (1) inter adj —what book is that? (2) inter pron —
what are you doing? (3) comp rel —you will have what
you want (4) adv —what with sickness and what with
want he has been reduced to a skeleton (5) interj —
what! do you also speak against him? (6) a pronoun of
exclamation used as (a) an adj or (b) an adv —as, (a)
What a fool he is? (b) What a foolish boy he is!

Yet (1) adv —he is yet in his room (2) conj —he is ill, yet
he works

✓ Worth (1) adj —this book is worth five rupees (2) verb —
woe worth the day (3) noun —a man of real worth

Wrong (1) adj —your statement is wrong (2) noun —I have
done you no wrong (3) verb —you have greatly wronged
your friend

CERTAIN WORDS DISTINGUISHED

Q 309 * Distinguish between —

- | | |
|----------------------------------|---|
| (1) casual and causal | (24) lovely and lovable |
| (2) childish and child-like | (25) low and lowly |
| (3) compliment and complement | (26) momentous and momentary |
| (4) conscious and conscientious | (27) neglect and negligence |
| (5) considerate and considerable | (28) nobility and nobleness |
| (6) corporal and corporeal | (29) persecute and prosecute |
| (7) disbelief and unbelief | (30) polite and politic |
| (8) effectual and effective | (31) popular and populous |
| (9) emigrant and immigrant | (32) prescribe and proscribe |
| (10) eminent and imminent | (33) principle and principal |
| (11) eruption and irruption | (34) probable and possible |
| (12) funeral and funereal | (35) respectable and respectful |
| (14) good and goodly | (36) reverend and reverent |
| (13) gentle and genteel | (37) sensible, sensitive, and sensual |
| (15) honorary and honourable | (38) significance and signification |
| (16) human and humane | (39) spiritual and spirituous |
| (17) humility and humiliation | (40) stationary and stationery |
| (18) imaginary and imaginative | (41) temperance, temperament, and temperature |
| (19) imperial and imperious | (42) temporary and temporal |
| (20) ingenious and ingenuous | (43) union and unity |
| (21) insensible and senseless | (44) venal and venial |
| (22) judicious and judicial | (45) verbal and verbose |
| (23) kind and kindly | (46) willing and wilful |

A 309 (1) **Casual**=occasional, *e g*, *casual* remark, a *casual* encounter

Causal=denoting cause, *e g* *causal* proposition

(2) **Childish** (applied to a grown-up person in a bad sense)=*foolish, unwise, silly*, childish pursuits

Child-like (applied to grown-up persons in a good sense)=*simple, meek*, as, child-like simplicity

(3) **Compliment**=*an expression of regard*, as, tender my compliments

Complement—*that which supplies a deficiency*, as, the complement of the predicate

(4) **Conscious**=*having knowledge, aware of*, as, I am conscious of my own worthlessness

Conscientious *acting according to the dictates of conscience*, as, he is a conscientious man

- (5) **Considerate**=*thoughtful, mindful of the feelings of others*, as, he is very considerate in his remarks on others
Considerable=*moderately large*, as, a considerable sum of money
- (6) **Corporal**=*bodily* *e.g.* corporal punishment
Corporeal=*material*, *e.g.* man is a corporeal being but an angel is not
- (7) **Disbelief**=*positive rejection of truth*
Unbelief=*a mere absence of belief*
N.B.—One may be an unbeliever in a religion from ignorance. A disbeliever rejects the truth of a religion even though he has the proofs of its truth
- (8) **Eminent**=*distinguished*, *e.g.* an eminent person
Imminent=*impending*, *e.g.* an imminent danger
- (9) **Eruption**=*outburst*, *e.g.* a volcanic eruption
Irruption=*a sudden invasion*, the irruptions of the Goths into Italy
- (10) **Effectual**=*producing the effect desired*, as, the means employed were *effectual*
Effective=*operative*, as, the medicine used was *effective*
 Though theatres were forbidden to be opened on the Sabbath, the prohibition did not *prove* effective
- (11) **Emigrant**=*one who leaves one's country and goes to another*
Immigrant=*one who comes into one country to live in another*
 The Indians who go to S. Africa are emigrants from India and immigrants in S. Africa
- (12) **Funeral**=*burial*, *e.g.* the funeral will take place this evening
Funereal=*grave, dismal*, *e.g.* a funereal appearance
- (13) **Gentle** *polite*, *e.g.* he is a *gentleman*, his words were *gentle*
Genteel=*well-bred, fashionable*, *e.g.* the manners of genteel society
- (14) **Godly**=*pious*, as, he led a godly life
Godlike=*resembling God*, of *superior excellence*, as, godlike prince
- (15) **Good** *possessing desirable qualities*
Goodly=(a) *large*, as, a goodly number, (b) *graceful*, as, a goodly person

- (16) **Honorary**=(a) *intended merely to confer honour*, as, an honorary degree (b) *holding a place without receiving any remuneration*, as, an honorary magistrate
Honourable=*worthy of honour*, as, an honourable man
- (17) **Imperial**=pertaining to an empire, *e g* the imperial government
Imperious=haughty, *e g* imperious attitude
- (18) **Human**=*belonging to man*, as, human nature
Humane=*kind, having feelings proper to man*, as, he treated the poor in a humane manner
- (19) **Humility**=*lowliness of mind, modesty*, as, serving the Lord with humility of mind
Humiliation=*abasement*, as, he had to drink the cup of humiliation to the dregs.
- (20) **Imaginary**=*fancied, unreal*, as, he suffers from imaginary evils
Imaginative=*given to imagining*, as, he has an imaginative mind
- (21) **Ingenious**=(a) *skilful*, as, an ingenious mechanic (b) *of curious design, or mechanism*, as, an ingenious contrivance (c) *witty, well-adapted*, as, an ingenious reply
Ingenuous=*frank*, as, an ingenuous child
- (22) **Insensible**=(a) *wanting sensibility*, as, this part of my body has become insensible (b) *not susceptible of emotion or passion*, as, insensible to danger (c) *imperceptible*, as, insensible motion
Senseless=(a) *without sensibility*, as, the senseless grave feels not your pious sorrows (b) *without reason*, as, they were a senseless race (c) *contrary to reason*, as, senseless perverseness
N B—Insensible=senseless (a)
- (23) **Judicious**=*wise, prudent*, as, a judicious selection of books
Judicial=*relating to courts of justice or to a judge*, as, judicial power
- (24) **Kind**=*tender, compassionate* (refers to *persons* as well as *acts and feelings*), as, a kind man, a kind heart, kind consideration
Kindly=*benevolent, gracious* (refers to *acts and feelings generally* and to *persons rarely*), as, kindly acts, kindly words
- (25) **Lovely**=*evoking love, beautiful*, as, a lovely creature
Lovable=*worthy of love*, as, a lovable man.

- (26) **Low**=*implies inferiority of any kind*, as, low lands, a man of low mind, the lower classes, low voice, &c
Lowly=*meek, humble*, as, I am meek and lowly in heart
- (27) **Momentary**=*lasting only for a moment*, e.g. his griefs are momentary and his joys immortal
Momentous=*of great importance*, e.g. this subject is of momentous importance
- (28) **Persecute**=*to harass*, e.g. to persecute an innocent man
Prosecute=(1) *to bring before a court*, e.g. to prosecute a guilty man (2) *to continue*, e.g. to prosecute studies
- (29) **Prescribe**=*to lay down, to give directions*, e.g. to prescribe rules, to prescribe medicine
Proscribe=(1) *to publish names of condemned person*, e.g. this is the list of persons proscribed (2) *to condemn*, e.g. this doctrine has been proscribed
- (30) **Popular**=*that which pleases the people*, e.g. this is a very popular measure
Populous=*filled with people*, e.g. Calcutta is a very populous town
- (31) **Neglect**=*wilful omission of duty*, as, neglect of business, health, &c
Negligence=*habitual omission of duty*, as, this is due to sheer negligence on your part
- (32) **Nobility**=(a) *the quality of being noble, excellence*, as, the nobility of soul (b) *the collective body of noblemen*, as, the nobility of England
Nobleness=*the quality of being noble, greatness*, as nobleness of mind
- (33) **Polite**=*courteous*, as, he is polite of manners
Politic=*well devised, having reference to a policy*, as, politic measures
- (34) **Principle**=(a) *a right rule of conduct*, as, a man of principle (b) *rule*, as, the principles of Logic
Principal=(a) (*adj*) *chief*, as, the principal men of Calcutta (b) (*noun*) 1 *a head*, as, the principal of the Serampore College 2 *a capital sum*, as, the principal and the interest amounted to a thousand rupees
- (35) **Respectable**=*worthy of respect*, as, a respectable man
Respectful=*indicating respect*, as, respectful conduct
- (36) **Reverend**=*worthy of reverence*, as, a reverend hermit
Reverent=*expressing reverence*, as, reverent words
- (37) **Sensible**=*having sense or consistent with reason*, as, a sensible man, sensible remarks

Sensitive=*easily affected*, as, he is so very sensitive that he is sure to take offence at this remark

Sensual=*pertaining to or devoted to the gratification of sense*, as, sensual men

(38) **Spiritual**=*pertaining to the soul*, as, spiritual blessings
Spirituos=*containing spirit*, as, spirituous liquors

(39) **Stationary**=*not moving or not appearing to move*, as, a stationary planet

Stationery=*the articles usually sold by a stationer*, as, paper, pencil, ink, quills, and other furniture for writing

(40) **Union**=*the state of different things being combined into one*, as, the legislative union of England and Scotland

Unity=*oneness*, as, the unity of God

(41) **Verbal**=*oral, not written*, as, a verbal message

Verbose=*wordy*, containing more words than are necessary, as, a verbose style

(42) **Venal**=*lending services for money, for reward*, as, a venal press, venal services

Venial=*pardonable*, as, a venial fault

(43) **Willing**=*disposed, ready, having no reluctance*, as, we should be willing to serve God

Wilful=*obstinate, perverse*, as, wilful neglect of duty

[*N B*—For additional words of this nature, see our Test Examination Questions]

Q 310 Distinguish between (a) deny and refuse, (b) bring and fetch and (c) say, tell, and speak

A 310 **Deny**=to contradict, to say that a statement is not true, as, he *denied* that he stole the ring

Refuse=not to consent to do a thing, to decline to do a thing or to grant a request, as, I requested him to come here, but he *refused* to do so

Bring=to convey a thing from a more distant place to a nearer one. It does not convey the idea of *going* and *coming* with the thing but *simply coming*, as, when you come here, *bring* your brother with you

Fetch=to bring by *going*. Bring does *not* imply *going* while fetch implies both *going* and *coming*, as, he went, to *fetch* water from a well. Though *fetch* implies going, *went* before fetch is good English

Say, Tell and Speak—(a) *Say* always governs the direct object but never the indirect object. Hence it is incorrect to say "It is difficult for one to say, when one has nothing to say" For, the first say has no object after it

"He says me this" is also incorrect. For *say* never governs an *indirect* object. It should be "He says this to me." *Tell* governs both the *direct* and the *indirect* object. But when the indirect object is placed after the direct, *tell* governs only the direct object, while a preposition governs the indirect object, as, He told me all this. He told all this to me and to no one else. *Tell* must always govern the indirect object, except when it is followed by an indirect question. (See below)

Say and *Tell* may be used one for the other, when they are followed by an indirect question, as, I cannot tell (or say) when he will come here. *Tell* followed by the indirect object is equivalent to *say to* + the indirect object, as, You told me (said to me) that your brother would come here.

Say and *tell* are followed by noun clauses, but *speak* is not. We cannot say "you spoke to me that your brother would come."

(b) *Say*=to assert or declare. *Tell*=(1) inform, (2) narrate, (3) command in a mild form. *Speak*=to utter words, to express thoughts by words. *Tell* refers to the substance of communication, *say* refers rather to the words, and *speak* only to the words.

MODE OF ANSWER AND ASSENT

Q 311 Describe the mode of answering questions affirmative and negative.

A 311 Questions are asked chiefly for two purposes, (1) for getting information and (2) for getting an answer in accordance with the nature of the interrogator's belief in the fact mentioned in the question.

(1) If a question is asked for *getting information*, the answer is *affirmative* or *negative* according to the nature of the subject of enquiry. Thus, if I wish to know if Ram is here and put the question "Is Ram here?" the answer is "Yes," or "No" according as he is or is not here.

(2) If a question is asked for *receiving an answer in accordance with the belief of the interrogator in a fact*, a *negative* question requires an *affirmative* answer, and an *affirmative* question a *negative* answer, the *form* of the question depending on the *nature* of belief, *i.e.*, belief requires a negative question, while disbelief requires an affirmative question. Thus, if I believe in the fact that Ram goes to the theatre whenever he gets an opportunity, I put the

negative question "Does not Ram go to the theatre &c," and expect the *affirmative* answer "Yes, he does," but if I do not believe that he goes, I put the *affirmative* question "Does Ram go &c," and expect the *negative* answer "No, he does not."

N B—Questions may sometimes be asked simply for receiving a reply supporting a statement, affirmative or negative. In this case, an affirmative question has an affirmative answer, and a negative question a negative answer. Thus, a person says to me "Ram will not come to school to-day," I ask him, "Will he not?" and the answer is "No, he will not." Again, somebody says to me, "Hari has lost his slate," I ask him, "Has he?" and the answer is "Yes, he has."

Q 312 Describe the mode of assenting to a statement

A 312 In assenting to a statement, we say "Yes" when it is *affirmative*, and "No" when it is *negative* unless we wish to contradict the statement. Thus, if in the course of selecting books for a certain class, a person says "This book is exactly suitable for this class," we say "Yes," and if he says "this book is *not* suitable for this class," we say "No," and not "Yes" as we do in Bengali. Again, if a person says "you do not seem to be well," the answer is "No, Sir, I have been suffering from headache," and not "Yes, Sir, etc." as we say in Bengali.

Q 313 Show the meaning of *Yes, Sir*, and of *No, Sir*, in answer to a negative question, such as "You were not at school yesterday" (C U P 1887)

A 313 If you say, "Yes, Sir," the meaning is you were at School yesterday, but if you say, "No, Sir," then the meaning is you were not at school yesterday.

METHOD OF PARSING

Q 314 Describe the Method of Parsing

A 314 In parsing a Noun mention the following particulars —
 (a) The class of nouns it belongs to, gender, person, number, and case (b) If it is in the *nominative* case, say if it is governed by a preposition or by a transitive verb (c) If it is used in the *possessive* case, mention the following noun by which it is governed (d) If it is used as a complement, say to what verb it is a complement, and whether it is a *subjective* or an *objective* complement (e) If it is used as an *adverbial object*, say what it modifies as an adverb

In parsing a **Pronoun** mention the following particulars —
The class of pronouns it belongs to, gender, person, number, case, as in parsing nouns, and that instead of which it is used or to which it refers

In parsing an **article** say if it is definite or indefinite and what it qualifies

In parsing an **Adjective** say of what kind and degree it is, and what it qualifies if it is *attributively* used. If it is *predicatively* used, say whether it is used as a *subjective* or an *objective* complement. Mention also what it refers to (not qualifies) and what predicate it completes

In parsing a **Verb**, mention the following particulars —

In the case of the finite verb—

Regular (weak) or Irregular (strong), active or neuter, If active, transitive, or intransitive, if transitive in the active or the passive voice, mood, tense, person, number and what it agrees with as its nominative

In the case of the infinitive mood —

Besides all the particulars necessary to be mentioned as a verb, say whether it is used as (a) a noun in the nominative or the objective case, or as (b) a *gerundial infinitive* equivalent to an *adjective*, or an *adverb* or (c) *absolute infinitive*, or (d) an infinitive to introduce a parenthesis

May, might, can, could, should, and would should be parsed as *auxiliaries* in the indicative mood, &c, followed by the *infinitive* of a principal verb, except when *should* is used to form the future tenses of the subjunctive mood and *would* expresses *wish*, as, in "Would that he were a rich man" In this case *would* should be regarded as a principal verb in the past indicative, the other past form *willed* = intended, resolved, bequeathed by a will

[It is to be mentioned, that all the above are *defective verbs*]

In parsing an **Adverb** say what class of adverbs it belongs to, of what degree it is and what it modifies

In parsing a **Preposition** say what it governs in the objective case

In parsing a **Conjunction** say whether it is co ordinating or subordinating and what it connects

ILLUSTRATION.

Ram, the brother of Shyam, is a very intelligent boy and is always attentive to his studies, but as he is very sickly he cannot regularly attend the school

Ram—is a proper noun of the masculine gender, third person, and singular number, and is in the nominative case to the verb *is*

The—is the definite article, qualifying brother

Brother—is a common noun of the masculine gender, third person, singular number, and is in the case of apposition with *Ram*

Of—is a preposition governing *Shyam* in the objective case

Shyam—is a proper noun of the masculine gender, third person, singular number, and is in the objective case governed by *of*

Is—is a regular (strong) verb of the neuter kind and active voice, and is in the indicative mood, present tense, third person, and singular number agreeing with its nominative *Ram*

A—is the indefinite article, qualifying boy

Very—is an adverb modifying intelligent

Intelligent—is a qualitative adjective of the positive degree, qualifying boy

Boy—is a common noun of the masculine gender, third person, and singular number, and is in the same case with *Ram*

And—is a co-ordinating conjunction connecting “*Ram . . intelligent boy*” with “*(Ram) is always studies*”

Always—is an adverb modifying *attentive*

Attentive—is an adjective of the positive degree used predicatively as subjective complement to *is*, and refers to *Ram*

His—is a personal (or demonstrative) pronoun of the masculine gender, third person, and singular number, referring to *Ram* and is in the possessive case governed by *studies*

But—is a co-ordinating conjunction connecting “*Ram is studies*” with the cannot school, as he is very sickly”

As—is a subordinating conjunction, connecting “he cannot . . . school” with “he sickly”

He—is a personal (or demonstrative) pronoun of the masculine gender, third person, and singular number used instead of *Ram*, and is in the nominative case to the verb *is*

Can—is an auxiliary verb of the defective class followed by the infinitive *to attend* and is in the indicative mood, present tense, third person and singular number, agreeing with its nominative *he*

Not—is an adverb modifying *can*

Attend—is a regular (weak) verb of the active transitive kind, governing *school* in the objective case, and is in the infinitive mood after *can*, having the sign *to* understood before it as it is preceded by *can*

School—is a common noun of the neuter gender, third person and singular number and is in the objective case governed by *attend*.

EXAMPLES OF PARSING.

NOUNS.

Parse the italicised words in the following —

(1) He lived and died a happy *man*

(1) *Man*—is a common noun of the masculine gender, third person and singular number, and is in the *same* case with *he*. It is used as the *subjective complement* to *lived* and *died*.

(2) He lived a holy *life* and died a glorious *death*

(See C U P 1915)

(2) *Life, death*—*Abstract* nouns used as *common* nouns, of the neuter gender, &c, *cognate* objects governed by *lived* and *died* respectively

(3) He will make a good *soldier*

(3) *Soldier*—Common noun &c., same case with *he*, being the *subj compl* to the *neuter* verb *make*

N B—*Make*=be, hence, neither transitive nor intransitive

(4) He will prove a useful *man*

(4) *Man*—Common noun, &c, same case with *he* and *subj. compl* to prove (=be, hence neuter)

(5) He turned *shoemaker*

(5) *Shoemaker*=Common noun, &c, same case with *he* and *subj compl* to turned (=became, hence neuter)

(6) My brother *Hari* has been nominative *Chairman* of the municipality of our village

(6) *Hari*—Proper noun, &c, case in apposition with brother *Chairman*—common noun, &c, same case with brother and *subj compl*, to *nominated*

N B—It is not a retained object here. Being the *factitive* object of *nominated* in the *active* voice, it is in the same case with brother after *nominative* in the *passive* voice.

(7) They made him *king*

- (7) King—Common noun, &c *factive* object governed by made
- (8) His *health* having failed, he went to Madhupur for a change.
- (8) Health—Abstract noun, &c , *absolute* case
- (9) They walked *arm* in arm
- (9) Arm—Common noun &c *absolute* case Arm in arm = the arm of one being locked in thrt of the other
- (10) *John, James and William's* farm
- (10) John, James and William are in the *possessive* case governed by *farm*, the sign being added to the last word only, as all the three words bear the same relation to the word farm This is an instance of the compound possessive case
- (11) I went to *Thacker, Spink and Co's*
- (11) All in the *possessive* case governed by the word *shop* understood after Co's (See 10)
- (12) The sun never sets in the *Queen of England's* dominion
- (12) Queen of England's—Compound *possessive* case, i.e., the possessive of a whole phrase
- (13) They build houses, the *size* of a big thimble
- (13) Size—*Adverbial object*, modifying build
- (14) The wall is *15 ft* long
- (14) 15 ft—*Adverbial object*, modifying long
- (15) Never call one a *fool*
- (15) Fool—*Factive* object, *obj compl* to call
- (16) This is John the Baptist , he is risen from *the dead*
- (16) The dead—Dead is an *adjective*, but with *the* before it, it is here used as a *common* noun in the *plural* number and is in the objective case, governed by *from*
- (17) An essay on the *sublime*, and the *beautiful*
- (17) Sublime, beautiful—*Adjectives* With *the* before them they are here used as *abstract* nouns in the *obj* case governed by on
- (18) The *gold* of Australia may be had here
- (18) Gold—A *material* noun used as a *common* noun in the *singular* number, &c , *nominative* case to *may be had*
- (19) The *teas* of Daijeeling and Assam are now extensively used
- (19) Teas—A *material* noun used as a *common* noun in the *plural* number, *nominative* to *are used*.

- (20) He was banished the *kingdom*
- (20) Kingdom—*Obj* case governed by *from* understood before it
- (21) He gave his *brother* a beautiful *watch*
- (21) Brother—*Indirect* object governed by *gave*
Watch—*Direct* object governed by *gave*
- (22) His brother was given a beautiful *watch*
- (22) Watch—retained object governed by *was given*
- (23) We meet four *times* a *week*
- (23) Times—*Adverbial* object modifying *a week* which is equivalent to an adverbial phrase
Week—*Objective* case governed by *a* which is a *preposition* here The whole expression 'four times a week' modifies *meet*
- (24) The fact of his *having discovered* a hidden treasure was at once communicated to Government
- (24) Having discovered—Perfect participle of the regular (weak) and transitive verb 'discover' used as an abstract noun in the *obj* case governed by *of* and governing *treasure* in the *obj* case
- (25) Pure milk may be had at 6 seers a *rupee* (the *rupee*)
- (25) Rupee Rupee—Both are in the objective case, governed by the *preposition* *a* and *the*
- (26) Who has not his *ups* and *downs* of life ?
- (26) Ups, downs—Adverbs used as nouns in the 'objective case, governed by *has*
- (27) A Roman legion originally consisted of 3,000 *foot* and 300 *horse*
- (27) Foot, horse—Common nouns used as (Collective nouns in the *plural* number, objective case governed by *of*
- (28) He cares not one *pin* about that
- (28) Pin—Adverbial object, modifying *cares*
- (29) Cromwell's was an *army* of volunteers carefully selected
- (29) Army—A collective noun used as a common noun of the neuter gender, third person, singular number, and in the same case with *army* understood after Cromwell's
- (30) However metaphysical ingenuity may set us speculating about the *why* and the *wherefore* of it, the fact is undeniable
- (30) Why, wherefore—Adverbs used as nouns, in the objective case governed by *about*

- (31) *Three-fourths* of the students of this school are Hindus
 (31) Three-fourths—A numeral adjective used as a collective noun in the *plural* number nominative to are
 (32) *Three-fourths* of the money is spent
 (32) Three-fourths—A numeral adjective used as a collective noun in the *singular* number, nominative to is spent

PRONOUN

Parse the italicised words in the following —

- (1) I was very sorry when it (amusement) failed *me*
 (1) Me—Personal pronoun, masculine gender, first person, singular number, indirect object after the intransitive verb failed
 (2) Solomon built *him* a house.
 (2) Him—Personal (or demonstrative) pronoun, masculine gender, object (or dative) of interest after built
 (3) It is *they* that did it
 (3) They—Personal (or demonstrative) pronoun, masculine or feminine according to the antecedent, third person, plural, same case with it
N B—A word in the same case with another does not necessarily agree with it in gender, number and person
 (4) *They* say that there is a good harvest this year
 (4) They—used indefinitely for all men, nominative to say
 (5) *One* must do *one's* duty
 One—Indefinite pronoun &c, nominative to must do
 (5) *One's*—Indefinite pronoun &c., possessive case, governed by duty
N B—One is always followed by one and never by his or her
 (6) I start at the sound of my *own*
 (6) Own—Possessive pronoun used for emphasis without any noun understood after it
 (7) Whence all but *he* had fled
 (7) He—A nominative placed after the preposition but This use of the nominative after a preposition has the authority of good writers
 (8) They lord *it* over us
 (8) It—Impersonal pronoun, governed by the intransitive verb *lord* used transitively
 (9) Shall I come to you in the evening ? Do *so*

- (9) So—Demonstrative pronoun referring to the fact of coming mentioned in the preceding sentence, objective case governed by *do*
- (10) If you are a man show yourself as *such*
- (10) Such—Demonstrative pronoun of the masculine gender, third person (used for man: singular, (1) same case with yourself, *as* being a conjunction of apposition, or (2) *nominative* case to the verb shows understood after it
- (11) How is *it* that you acted thus ?
- (11) It—Personal (or demonstrative) pronoun having a forward reference to the following sentence, nominative to *is*
- (12) (a) *What* do you intend to do now ?
(b) I do not know *what* to do
- (12) (a) *What* interrogative pronoun, &c, object to (2nd) *do*
(b) *What*—Interrogative pronoun, object to (2nd) *do*, 'what to do' being in the objective case governed by *know*
- (13) Let me have *what* you owe me
- (13) *What*—Compound relative=that which, of which *that* is a *demonstrative* pronoun in the obj case governed by *have* and *which* is a relative pronoun in the objective case governed by *owe*, and having *that* for its antecedent
- (14) *What* a fool he is
- (14) *What*—A pronoun of exclamation, used as an adjective qualifying *fool*
- (15) *What* a foolish boy he is
- (15) *What*—A pronoun of exclamation with the force of an adverb, modifying *foolish*
- (16) I mistook his own room for *that* of his brother
- (16) *That*—Demonstrative pronoun used instead of *room*, objective case, governed by *for*
- (17) Let me have the book *that* I gave you
- (17) *That*—Relative pronoun having *book* for its antecedent &c, objective case, governed by *gave*
- (18) All the time *that* he was here, he was ill
- (18) *That*—Relative pronoun having for its antecedent *time*, objective case, having no governing word and equivalent to an adverb, modifying *was*
- (19) I will know your business—*that* I will
- (19) *That*—Demonstrative pronoun referring to *business*, objective case, governed by *know* understood after *will*
- (20) The plain in question extended *that far* (*Colloq*)

- {20} That—A demonstrative pronoun with the force of an adverb modifying far
- {21} He resigned his post, and *that* at a time when he had nothing to fall back upon
- {21} That—Demonstrative pronoun referring to the whole clause preceding it, objective case, governed by did (he did) understood before it.
- {22} Come here Ram, *that's* a good boy
- {22} That—Demonstrative pronoun referring to the idea involved in the preceding sentence, nom to 2s (that=one who comes)
- {23} He *himself* went there
- {23} Himself—A reflexive pronoun used for emphasis, same case with he
- {24} He ruined *himself*
- {24} Himself—A reflexive pronoun, objective case, governed by the reflexive verb ruined Himself is here a reflexive pronoun in the proper sense of the word
- {25} I promise to help you *whatever* be the consequence.
- {25} Whatever—Compound relative (let that be which may be the consequence) *that* demons pron object to let, which=rel pron, same case with consequence

ARTICLES

Parse the italicised words in the following —

- (1) All *the* boys are present
- (1) The—Definite article qualifying boys and placed after the adjective all
- (2) Such *a* boy I have never seen
- (2) A—Indefinite article qualifying boy and placed after the adjective such
- (3) Alexander *the* Great
- {3} The—Definite article qualifying Alexander, and placed after the noun but before the adjective great
- (4) Many *a* flower
- {4} A—Indefinite article qualifying flower and placed after the adjective many

ADJECTIVES

Parse the italicised words in the following —

(1) Alfred the *Great*

(1) Great—An adjective of quality of the positive degree qualifying Alfred. It is placed after the noun because it is used as a title.

(2) A man *thirty*

(2) Thirty—A numeral adjective qualifying years, understood after it.

(3) He did his *best*

(3) Best—A qualitative adjective of the superlative degree qualifying the noun doing understood after it.

(4) On Monday next at the *latest* I expect to be with you

(4) Latest—A qualitative adjective of the superlative degree, qualifying the noun time understood after it.

(5) We found him *prosperous*

(5) Prosperous—An adjective of quality used predicatively being the *objective* complement of found.

(6) He was found *prosperous*

(6) Prosperous—An adjective of quality predicatively used being the *subjective* complement of was found.

(7) Take this medicine *every* three hours

(7) Every—A distributive adjective qualifying *three hours*.

(8) *Many* of the Hindus are pious

(8) Many—A numeral adjective used as a noun in the plural number, &c., nominative to are.

(9) This gentleman *here* has come from America

(9) Here—An adverb used as an adjective qualifying gentleman.

(10) Write your name in *full*

(10) Full—Adjective used as a noun, objective case, governed by in.

(11) *Which* book do you want?

(11) Which—Interrogative adjective qualifying book.

(12) *Less* than this will not do

(12) Less—An adjective of quality used as a noun, nominative to will do.

(13) John is *like* James in many things

(13) Like—An adjective, governing James in the objective case.

VERBS

Parse the italicised words in the following —

- (1) I *have been reading* in this institution for 5 years
- (1) Have been reading—Verb, irregular (strong), active, intransitive, indicative mood, present perfect tense, progressive or continuous form, first person, singular, agreeing with its nominative I
- (2) How do you *do* (C U P 1915)
- (2) Do—(Do *do*) Irregular (strong) verb, active, intransitive, indicative mood, present tense, second person, singular, agreeing with its nominative you
- (3) He does not know Euclid as well as his brother *does*
- (3) Does—A pro verb, *i.e.*, used as a substitute for *know*, indicative mood &c, agreeing with its nom brother
- (4) He *did* well in the Examination
- (4) Did—Irregular (strong), active, intransitive, ind mood, past tense, 3rd pers sing, agreeing with its nom he
- (5) This will *do*
- (5) Do—(Will do) irregular (strong), active, intransitive, indicative mood, future tense, third person, singular, agreeing with its nominative this
- (6) I *cannot* but *go* home
- (6) Can go—(=I cannot do anything but to go)
Can—An auxiliary verb, defective, intransitive, active voice, indicative mood, present tense, first person, singular, agreeing with its nominative I
To go—Verb, irregular (strong), &c, infinitive mood, present tense, used as a noun in the objective case, governed by but
- (7) His house is *built*
- (7) Built—(is being built) verb, irregular (strong), active, transitive, passive voice, indicative mood, present tense, progressive form, third person, singular, agreeing with its nominative house
- (8) This house is to *let*
- (8) Let—Verb, irregular (strong), active, transitive, active voice in form, but passive in sense, gerundial infinitive, predicatively used as the subjective complement of is
- (9) Give him a chair to *sit* on
- (9) Sit—Verb, irregular (strong), &c, gerundial infinitive, used as an adjective, qualifying chair

- (10) Let him *have* some milk
- (10) Have—Iregular (strong), &c, infinitive mood with *to* understood before it, objective case governed by *let*
- (11) Thy will *be done*
- (11) Be done—Subjunctive mood expressing wish, third person, singular, agreeing with its nominative will
- (12) *Sit* we down
- (12) Sit—Imperative mood, present tense, first person, singular, agreeing with its nominative we
- (13) *Read* and you will know
- (13) Read—Imperative mood expressing supposition (the whole sentence is, if you read you will know)
- (14) *Happen* what *may*, I am *determined* to go there
- (14) Happen, &c — Though that happen which may happen
Happen—Subjunctive mood, agreeing with its nominative that
May—Defective verb, auxiliary, active, intransitive in the active voice, indicative mood, present tense, third person, singular, agreeing with its nominative which and followed by the infinitive to happen
Determined—Past participle or participial adjective, predicatively used as *subjective* complement to am
- (15) *Would* that he *were* here.
- (15) Would=I wish Would is here a principal verb and the past tense of will Willed—the other past form=intention or resolution Irregular (strong), active, transitive, active voice, governing “that he were here” in the objective case, indicative mood, past tense, first person, singular, agreeing with its nominative I understood
Were—Iregular (strong), neuter, &c, subjunctive mood, expressing a wish contrary to the fact, past tense, third person, singular, agreeing with its nominative he
- (16) He *would* go now, if he were ready
- (16) Would an auxiliary verb followed by the infinitive *to go*, ind mood, past tense, third person, sing, agreeing with its nom he (Some say, *would go* is in the subjunctive mood)
- (17) If it *should rain* he would not *go*
- (17) Should rain—Regular weak, active, intransitive, subj mood, future tense, third person, sing, agreeing with its nom it Go—Infinitive after the auxiliary *would*
- (18) *Ran* *willed* his estate to his son

- (18) Willed—Regular (weak), active, transitive, active voice, governing estate in the obj case, ind mood, past tense, third person sing, agreeing with its nom Ram
- (19) To *think* that he should act thus¹
- (19) Think—Irregular (strong), &c, infinitive mood, present tense, used *absolutely*
- (20) To *walk* in the morning is pleasant
- (20) Walk—Verb, regular (weak), &c, infinitive mood, present tense, used as a noun, in the nom case to *is*
- (21) He appears *to be* ill
- (21) Be—Verb, neuter, &c, infinitive mood, present tense, *suby compl* to appears
- (22) I resolved it *to be done*
- (22) Be done—Irregular (strong), &c, infinitive mood, present tense, passive voice, *obj compl* to resolved
- (23) He is slow *to learn*
- (23) Learn—Gerundial infinitive, used as an adverb, signifying *about learning* and modifying slow
- (24) I am, *to tell* you the truth, determined to do this
- (24) Tell—Irregular (strong), active, transitive, active voice, governing you (ind) and truth (direct) in the objective case, infinitive mood, present tense, used parenthetically
- (25) When *asked*, how he did it, he answered "by perseverance"
- (25) Asked—(When he was asked) Regular (weak), passive, &c, agreeing with its nom *he* understood
- (26) He *may* come here
- (26) May—Defective *auxiliary* followed by the infinitive *to come*, ind mood, present tense &c, agreeing with its nom *he*
- (27) He *needs* your help
- (27) Needs—Regular (weak), active, transitive, active voice, governing help in the obj case, ind mood, present tense, &c, agreeing with its nom *he*
- (28) He *need* not come here
- (28) Need—Regular (weak), &c, intransitive, followed by the infinitive *to come*, agreeing with its nom *he*
- (29) My book is *missing*
- (29) Is missing—Regular (weak), *active* in *form*, but *passive* in *sense*, present ind progressive form, &c, agreeing with its nom book

- (30) We had better *go* home
- (30) Go—Infinitive after had better
- (31) They *made* for the coast
- (31) Made—Irrregular (strong), *intransitive*, &c, agreeing with its nom they
- (32) So *please* your majesty
- (32) Please—(if it so ' please your majesty) Regular (weak), active, transitive, active voice, governing majesty in the obj case, *subj* mood, present tense, &c, agreeing with its nom *it* understood
- (33) *Concerning* his brother he said he was innocent
- (33) Concerning—Present participle, used as a preposition, governing brother in the *obj* case
- (34) He said something unfavourable *concerning* his brother
- (34) Concerning—Regular (weak), active, transitive, governing brother in the obj case, present participle, referring to *something*
- (35) They are *as follows*
- (35) As follows—This form is always used in the *singular* number even though it is applied to a plural antecedent
- (36) *As regards* my qualification, I beg to state, &c
- (36) As regards—A preposition, governing qualification in the obj case
- (37) Come here *please*
- (37) Please—(Be pleased to come here), Regular (weak), &c, imperative mood, passive, present tense, &c, agreeing with its nom you understood

ADVERBS

Parse the italicised words in the following —

- (1) He who talks *much* must talk in vain
- (1) Much—Adv of the positive degree, modifying talks
- (2) *The* more you study, *the* wiser you will become
- (2) The, the—Adverbs modifying more and wiser respectively
- (3) *Smack* went the whip
- (3) Smack—A verb used as an adverb, modifying *went*
- (4) He works *hard*
- (4) Hard—Adv, modifying works
- (5) He is *as* diligent *as* Hari

- (5) *As, as*—Correlative adverbs. The *first* *as* modifies diligent and is modified by the sentence "as Hari is diligent".
The *second* *as* modifies diligent understood.
- (6) He trembled *as* he spoke.
- (6) *As*—An adverb of time, modifying spoke.
- (7) I come to *bury* Caesar not to *praise* him.
- (7) Bury, praise—Regular (work), &c., infinitives used as adverbs modifying come.
- (8) He serves *as* Head-master of a private school.
- (8) *As*—An adverbial conjunction of apposition showing that *Head-master* is in apposition to *he*. *As*=in the character or capacity of.

PREPOSITIONS

Parse the italicised words in the following —

- (1) It is half *past* four o'clock.
- (1) *Past*—A *participle* used as a *preposition* governing four in the obj. case.
- (2) He made his appearance *from* *behind* the screen.
- (2) *From* behind—*From* is a preposition, governing the adverbial phrase "behind the screen" which has the force of a noun.
Behind—Preposition, governing screen in the obj. case.
- (3) When they were proceeding *up* the river, we were proceeding *down* the river.
- (3) *Up, down*—Adverbs used as prepositions, governing river in the objective case.
- (4) *Despite* his objection to the ceremony, he attended it at the earnest request of his friend.
- (4) *Despite*—A noun used as a preposition, governing ceremony in the objective case.
- (5) All *save* a single individual were saved from a watery grave.
- (5) *Save*—A verb used as a preposition, governing individual in the objective case.

CONJUNCTIONS

Parse the italicised words in the following —

- (1) Do as you like, *only* do not meddle with my affairs.
- (1) *Only*—An adverb used as a conjunction (=but) connecting the two sentences, "do as, &c." and "do not &c."

- (2) Poor *as* he is , he is never dishonest
- (2) As—An adverb used as a conjunction connecting the two sentences " he is poor" and " he is never dishonest"
-

MISCELLANEOUS EXAMPLES OF PARSING

Q 300 Parse the italicised words in the following —

- (a) He then caused all the ground to be dug *full* of holes
about as deep as a man's *knee*
- (b) To please his fancy with the idea of being still a *king*
- (c) He spoke of filial ingratitude, and said it was *all one* as
if the mouth should tear the hand for lifting food to it
- (d) Where his own friends and influence, *as* earl of Kent,
chiefly lay
- (e) Upon examination this spirit proved to be *nothing more*
than a poor Bedlam beggar
- (f) It is a misfortune to be *poor*
- (g) *Far* in a wild, unknown to public view

A 300

- (a) *Full*—an adj used as an *adjective complement*, completing the infinitive to be dug and *referring* to *ground*. This may be clearly seen if the passive construction is changed into the active, and the sentence is written "he then caused his people to *dig the ground full of holes*"
- About*—an adv, modifying *as*
- Knee*—"As deep as a man's knee"—*as deep as a man's knee is high*, as the sentence "the sea is as deep as the mountains are high", hence *knee* is in the *nom* case to *is* understood after it
- (b) *King* is used as a complement to the participial phrase "being still a king". It may be said to be used independently or absolutely though not like the nominative absolute
- (c) *All*—an adv, modifying *one*
- One*—an adj = the same. It is used as the complement of the predicate and refers to *it*
- (d) *As* and *earl*—*As* is a conjunction of *opposition* showing that *earl* is in apposition to the noun implied by the possessive form *his*

- (e) *Nothing*—an *adv*, modifying *more*
More—an *adv*, used as the complement of the infinitive phrase "to be nothing more" and refers to *spirit*
- (f) *Poor*—an *adv*, complement of "to be poor," used absolutely, i.e., without reference to any noun
- (g) *Far*—an *adv*, modifying the *phrase* in

Q 301 Parse the italicised words in the following —

- (a) He *was descended* from a noble family
- (b) You *are mistaken* in thinking that he has acted from a selfish motive
- (c) Energy may be *mistaken* for greatness
- (d) Frequently *extolled* by his friends, he became very proud, for one thus *extolled* cannot be otherwise
- (e) God has given us eyes *to see*
- (f) They took to flight, every *man* shifting for himself

A 301.

- (a) *Was descended* is an apparent passive form. *Descended*, however, is to be parsed as a *past participle* referring to *he* and is used as the *subjective complement* of *was*
- (b) *Are mistaken* See (a)
- (c) *Be mistaken* is in the passive voice (properly so called) and is in the infinitive mood after *may*, having *to* understood before it
- (d) *Extolled* (1)=*being extolled* and is a *present passive participle* referring to *he* *Extolled* (2)=*past participle* referring to *one*
- (e) *To see* a *transitive verb* used *intransitively* in the general sense, and a *gerundial infinitive* of *purpose* modifying *given*=that we may see
- (f) *Man* is in the same case with *they*

COMPOSITION

PART I

CHAPTER I

IDIOMATIC EXPRESSIONS

- I Explain the following idiomatic expressions and form sentences to illustrate them

All and sundry—(every one without distinction) *e g* He was careful to make it clear to *all and sundry* that the tails of his coat could not be trodden on with impunity

Bag and baggage—(completely, leaving nothing behind) *e g* Mr Chamberlain carried the Liberal Unionist party over, *bag and baggage*, to the Tories I think I shall pack up *bag and baggage* and depart

To the back-bone—(thoroughly) *e g* He was a Tory *to the back-bone*

For better, for worse—(indissolubly united in marriage, linked in weal and woe) *e g* They were married *for better, for worse* (whatever might come of it) She had taken him *for better, or for worse* Service rightly understood is not unlike matrimony, it is *for better or for worse*—and it is oftener *for worse*

In black and white—(in writing) *e g* I must have that statement of yours in *black and white*

A bone of contention—(subject of dispute) *e g* That house has been the bone of contention for several years

Crowned with success—(successfully completed) *e g* His labours were *crowned with success*

By dint of—(by the force of) *e g* He got the first prize *by dint of* hard labour

A drawn game—(one in which neither party gains) *e g* They played a *drawn game* of foot-ball

Enough and to spare—(plenty) *e g* Of talk (about the increase of marriage expenditure among the Hindus) we have had *enough and to spare* Let us now act and put our foot down on the evil with a right good will While some parts of the country are crying out for rain, Darjeeling has had *enough and to spare*

Ever and anon—(frequently) *e g* *Ever and anon* was he seen roaming about the secluded abode in the jungle Mrs Bird was superintending the arrangements of the table, *ever and anon* mingling admonitory remarks to a number of frolicsome juveniles

For ever and a day—(for ever, for good) *e g* Fortune wheeled away with scornful laughter out of sight, *for ever and a day*

Fag-end—(termination) *e g* Is this possible at this *fag-end* of the 19th century?

Fair field and no favour—(opportunity and impartiality) *e g* The competitors for the Civil Service Examination want a *fair field and no favour*

Fair and above board—(*above board*=fair A figurative expression, said to have originated in the fact that gamblers when changing their cards, put their hands under the table) *e g* He carries on business *fair and above board*

By fair means or foul—*e g* I must get money, it does not matter by what means, whether *fair or foul*

(To play) fast and loose—(inconstant, not to be true to one's promises) *e g* Never *play fast and loose* with your friends or your faith

Few and far between—(few and frequent) *e g* The visits of my friend, like angel visits, are *few and far between*

Fire and sword—(destruction) *e g* The invaders carried *fire and sword* wherever they went

To go through) fire and water—(to pass through difficulties) *e g* To accomplish this you will have to *go through fire and water*

First and foremost—This is of the *first and foremost* importance

By fits and starts—(in intervals) *e g* If you study *by fits and starts*, you will never make any progress

Flesh and blood—1=(human nature) *e g* Such insults are more than *flesh and blood* can endure 2=(relatives) *e g* You have no right to endow charitable institutions and defraud your own *flesh and blood*

Flood of light—(full information) *e g* Your investigations have poured (or thrown) a *flood of light* upon this subject

Gall and wormwood—(extremely bitter) *e g* His talk was *gall and wormwood* to me To Russia, the fact of having four of the best of her warships captured by Japan and captured undamaged too, must be *gall and wormwood*

For good or for good and all—(finally) *e g* He is going to leave this country *for good or for good and all*

Hand and glove—(familiar) *e g* He was *hand and glove* with all round him

Hard and fast—(strict) *e g* No *hard and fast* rule can be laid down regarding this matter

(To drag a thing in by) **head and shoulders**—(abruptly, violently) *e g* We have enough to think of ourselves in these days without *dragging in the absent by head and shoulders*

Over head and ears—(in love, in debt)—(deeply) *e g* She is *over head and ears* in love

Head and heart—(both in intellect and feelings, thoroughly) *e g* Tennyson was *head and heart* a lyric poet

Heart and soul—(earnestly) *e g* He entered *heart and soul* into his business

High and low—(everywhere) *e g* We have searched *high and low* for it

A hole and corner policy—(secret, under-hand) *e g* It was certainly a *hole and corner policy* that he adopted for gaining his end

By hook or by crook—(by any means, direct or indirect) *e g* The Government seems bent on carrying through the coercion bill *by hook or by crook* I must manage to get you a new dress *by hook or by crook*

To all intents and purposes—(practically) *e g* He who will not use his eyes to see, is *to all intents and purposes* as blind as he who cannot see *To all intents and purposes* both the propositions mean the same thing

Jot or tittle—(the minutest part) *e g* One *jot or tittle* of the law shall in no wise pass, till all be fulfilled

Kith and kin—(blood-relations and kinsfolk) *e g* All his *kith and kin* came to the wedding

By leaps and bounds—(by sudden transition) *e g* The expenditure of the United Kingdom has, in recent years, increased by *leaps and bounds*

Through the length and breadth—(all over) *e g* Schools should be established through *the length and breadth* of this country

For the life's sake—(although one should lose one's life as a penalty) *e g* I cannot, *for the life's sake*, stand against that noble minded man

Under lock and key—(securely kept, confined) *e g* He kept the document *under lock and key* The prisoners in jail are *under lock and key*

The loaves and fishes—(material benefits, personal emoluments) *e g* Some men seek office, not to be useful to the estate, but for the *loaves and fishes* of office

Many a time and oft—(often and often) *e g* *Many a time and oft* I have reminded you not to go there

Milk and water—(tasteless, feeble) *e g* *A milk and water* (i.e., timid, feeble-minded) citizen *A milk and water* discourse

(To turn one out) neck and heels—(in a hasty and abrupt manner) *e g* He rushed to the scene and turned his astonished guests *neck and heels* out of the doors

In the nick of time—(at the exact point of time) *e g* He arrived *in the nick of time*

For the nonce—(for the present purpose) *e g* This is a poor pen, but it will answer *for the nonce*

Odds and ends—(probably from *orts and ends*—*orts*=scraps, remnants *Odds and ends*=(i) stray articles, bits, *e g* There were *odds and ends* of spoiled goods upon the ground (ii) Miscellaneous subjects, *e g* My brain is filled with all kinds of *odds and ends*

Offensive and defensive—(weapons to attack and repel) *e g* We have weapons both *offensive and defensive*

Out of doors—(out of house) *e g* After candle-light, he never goes *out of doors*

Out of the frying pan into the fire—(out of one difficulty into a greater one) *e g* To elude the police the thief jumped off the roof and met his death Thus he jumped *out of the frying pan into the fire*

Part and parcel—(an essential portion) *e g* She was *part and parcel* of the race and place The army is *part and parcel* of the people

Penny wise and pound foolish—(careful about small profits and foolishly blind to larger and more important gains) *e g* He is carrying out a *penny wise and pound foolish* policy

Pros and cons—(for and against) *e g* I agree with you after judging the *pros and cons* of the matter

The rank and file—(the common soldier including the corporals) *e g* The *esprit, de corps* (the animating spirit) of the *rank and file* is simply excellent

(To go to) rack and ruin (from *rack and ruin* *rack*=ruin) *e g* He went to *rack and ruin* Your old homestead has gone to *rack and ruin* If the fathers of Hindu girls are to be saved *from rack and ruin*, marriage expenditure should be at once curtailed

Without rhyme or reason—*e g* He abused me *without rhyme* (sense) *or reason*

Right and left—(on all sides) *e g* Being attacked by a gang of robbers, he struck out bravely, *right and left*

Room and to spare—(plenty of accommodation) *e g* It was thought that the hall would be crowded at the lecture, but there was *room and to spare*

Rough and ready—(somewhat rude but always prepared with the right solution of a difficulty) *e g* The colonel is a *rough and ready* sort of person

✓ **Rough and tumble**—(irregular) *e g* He leads a *rough and tumble* life

In sackcloth and ashes (or **dust**)—(In dust and ashes, with the customary tokens of grief and repentance among Eastern nations), *e g* The people of Nineveh mourned *in sackcloth and ashes* Woe to the unlucky housewif who has unawares left open a single window (when the hot wind blows in Australia) Repentance *in sackcloth and dust* will be her lot Now mine eye seeth thee (God) I (Job) therefore repent *in dust and ashes*

✓ **To be all skin and bone**—(reduced to a skeleton) *e g* He is all *skin and bone*

Stark and stiff—(rigid and stiff) *e g* The corpse became *stark* (rigid) *and stiff*

Stocks and stones—(stocks—something solid, fixed and senseless as a stone) *e g* All our fathers worshipped *stocks* (stumps of wood) *and stones*

Stuff and nonsense—('stuff=nonsense) *e g* You are talking *stuff and nonsense* The article he has written is all *stuff and nonsense*

Sum and substance—(the purport) *e g* Give me the *sum and substance* of his speech

✓ **Through thick and thin**—(through all obstacles and difficulties) *e g* They all dashed *through thick and thin* The Mahuts stuck to their game *through thick and thin*

Time and again—(very frequently) *e g* *Time and again* did I warn you against such conduct, but you did not give heed to my warnings

Tit for tat—(blow for blow) *e g* He used my carriage without leave and I gave him *tit for tat* by using his horse without leave

Up and doing—(to be actively employed and not to lose any opportunity) *e g* Let us then be *up and doing*

Ups and downs—(prosperity and adversity) *e g* I am old now, I have experienced many *ups and downs* in life

To keep watch and ward—*e g* The sentinels kept *watch and ward* (guard) the whole night

✓ **Weal and woe**—(happiness and sorrow) *e g* To him linked *in weal and woe*

Wear and tear—(loss or injury by use, accident &c) *e.g.* After a *wear and tear* of more than fifty years, this Printing Press will not fetch more than half its original price. In *wear and tear* the American article does not last as long as the British.

Whip and spur—(with the utmost haste) *e.g.* He went there *whip and spur*.

Wide of the mark (beside the purpose) *e.g.* It is no good asking this creature anything—his answers are all *wide of the mark*.

Widows weeds—(a widow's mourning garments) *e.g.* The *widow's weeds* is the only expression where "weeds" means mourning garments.

Wind and weather—*e.g.* The vessel will sail for England to-morrow, *wind and weather*, permitting.

II Explain the following phraseological idioms and form sentences to illustrate them'

To be armed at all points—(fully prepared) *e.g.* In the trial for murder, the lawyer sought to confuse the principal witness, but he was *armed at all points*.

To be armed to the teeth—(to be armed *cap à-pie*, i.e., from head to foot) *e.g.* The high way robbers were *armed to the teeth*.

To beggar description—(to be beyond the power of giving adequate description) *e.g.* The terrible atrocities of this great war *beggar description*.

To bear the brunt of—(to bear the shock of an onset, the force of a blow, &c) *e.g.* He is bearing the brunt of the whole thing.

To blow hot and cold with the same breath—(to appear to both favour and oppose a thing at the same time) *e.g.* I will have nothing to do with a man who *blows hot and cold with the same breath*.

To bring to bay—(to compel to face the enemy when escape is impossible) *e.g.* The stag was *brought to bay*.

To be badly off—(1 To be in an unfortunate condition. 2 To be in unprosperous circumstances, poor) *e.g.* 1 Mr D has had his right leg amputated, and he is *badly off*. 2 Having lost his situation, he is now very *badly off*.

To beat about the bush—(to approach a matter cautiously and indirectly) *e.g.* The politician *beat about the bush* to ascertain the political sentiments of the company. Come to the point, there is no use *beating about the bush*.

To beat black and blue—(to badly bruise by blows) *e.g.* The boy had a fight with one of his class-mates and beat him *black and blue*.

To blow one's own trumpet—(to speak boastfully of one's own self) *e g* However great your success in life may be, never *blow your own trumpet*, otherwise people will look down upon you instead of holding you in high respect

To breathe one's last—(to expire) *e g* He arrived just after his son had *breathed his last*

To burn the candle at both ends—(to squander in two ways, to use up extravagantly) *e g* Do not *burn the candle at both ends* (Do not squander your money, waste your time and so on)

To bury the hatchet—(to make peace) *e g* It is to be hoped that the Hindus and Muhammadans will *bury the hatchet* for ever

To carry coals to Newcastle—(to do something superfluous or unnecessary, to lose one's labour Newcastle being a coal mine, it is simply absurd to carry coals there) *e g* To send tea to China would be *carrying coals to Newcastle*

To carry a matter to extremes—(beyond its proper limit) *e g* He has defamed her in a public newspaper, this is really *carrying a matter to extremes*

To carry matters with a high hand (to act arbitrarily) The sub-divisional officer is carrying matters with a high hand

To chalk out—(to lay out, to draft) *e g* He *chalked out* a plan for bridging the river

To cry at the top of one's voice—(to cry as loudly as possible) *e g* When the fire broke out, the boy *cried at the top of his voice*

To cut one's coat according to one's cloth—(to keep expenses within one's means) *e g* You must *cut your coat according to your cloth*

To cut the Gordian knot—(to remove a difficulty by bold or unusual measures) The origin of the exp is this A Phrygian peasant, afterwards King Gordius, tied an intricate knot in the thong connecting the pole of his chariot to the yoke An oracle declared that he who should untie this knot should be master of Asia Alexander the Great, not being able to untie it in the usual way, cut it asunder with his sword, *e g* Turn him to any course of policy and he is sure to *cut the Gordian knot* of it

To cut a sorry (or poor) figure—(to make oneself ridiculous) *e g* He rose to address the meeting but he *cut a very sorry figure* after all

To cut short—(to bring to a sudden termination) His valuable life was *cut short* by death

To cut off one's nose to spite one's face—(to act from anger in such a way as to injure oneself) *e g* If you refuse to go because you are angry with me, you will just *be cutting off your nose to spite your face*

To cut to the quick—(to make one feel keenly) *e g* The clerk was *cut to the quick* by the suspicion of his dishonesty

To take one's cue—(to take the hint) *e g* The subordinates *took their cue* from the Diwan

To throw cold water—(to discourage) *e g* Mr M proposed to raise a fund for the relief of the poor, but his friends *threw cold water* on the proposal

To die in harness—(to continue in one's occupation until one's death) *e g* Some wish to *die in harness*, while others wish to retire from service or business that they may live a peaceful life in their old age While I live I work, and if God wills I would *die in harness*

To be at daggers drawn (in a state of hostility) *e g* They have been at daggers drawn ever since that rupture

To make a dead set—(a concerted scheme, or a determined effort) *e g* She *made a dead set* at him (*i e*, did all she could to win him in marriage)

To dash off—(to write hurriedly) *e g* On *receiving* the telegram I *dashed off* a chit

To drop in—(to come unexpectedly) *e g* He *dropped in* at my house yesterday

To be at a low ebb—(to be in a state of decline) *e g* My business *is at a low ebb*

To be in or out of one's element—(to be in the proper or natural environment) *e g* When he speaks on politics, he is *in his element*, but when speaks on religion, he is completely *out of his element*

To indulge in a fling at—(to attack sarcastically) *e g* You are surely wrong to *indulge in a fling at* one who is certainly worthy of your reverence

To fight tooth and nail—(with great energy) *e g* He said he *would fight tooth and nail* against Turkey for the massacre of the Armenians He opposed the bill *tooth and nail*

To fan the flame—(to aggravate an evil) *e g* If you interfere in the matter you will simply *fan the flame*

To fly in the face of—(to set at defiance; to oppose with violence) *e g* Though instigated by many, he would on no account *fly in the face of* his neighbour, who, though his political opponent, was one of his well wishers To expose oneself to such a weather is "just flying in the face of Providence"

To fall flat—(to be uninteresting) His speech *fell flat* on the audience

To fall foul of—(to assail) They all *fell foul of* me when I suggested that measure

To add fuel to the flame—(to increase the existing excitement) *e g* The rejection of the Bill, which had already caused a great deal of excitement, *added fuel to the flame*

To find fault with—(to blame) *e g* He *found fault with me* for idling away my time

To flash across or on the mind—(to occur as a sudden thought) *e g* The idea of the discovery *flashed across or on his mind*

To come off with flying colours—(to come off victorious) *e g* When does your examination take place, I hope you *will come off with flying colours*

To be Greek to one—(quite unintelligible) *e g* This is all *Greek to me*

✓ To raise a hue and cry—(a loud outcry with which offenders were pursued) *e g* They *raised a hue and cry* when they saw the thief escape

✓ To harp on the same string—(to dwell tediously in speaking or writing) *e g* In his message, he *harped on the same old string* of economy

✓ To have a voice in—(to have a right to express one's opinion by vote or otherwise) *e g* I *have no voice in* the matter

✓ To have at one's fingers ends—(to have a thing ready in one's mind) *e g* I *have my lessons at my fingers' ends*

✓ To have no ear for music—(to be unable to appreciate) *e g* You *have no ear for music*

✓ To have no leg to stand upon—(to be weak, to have no foundation) *e g* Morality without religion *has no leg to stand upon*

✓ To hinge upon—(to depend upon) *e g* The whole subject *hinges upon* the construction you put upon it

To hit on or upon—(to come to by chanc) *e g* You have *hit upon* the just method of accomplishing this object

To hit the mark—(to say or do a right thing) *e g* In buying 100 bales of cotton just before the rise in the market, you *hit the mark*

✓ To jump to a conclusion—(to arrive at a conclusion hastily) *e g* Take more time to think over it, do not at once *jump to a conclusion*

✓ To be at home (to feel comfortable) *e g* I was quite at home in this house

To be a host in himself (a person of great power and influence) *e g* Sir Asutosh is a host in himself

To kick up a row—(to create a disturbance) *e g* Several Cabulis *licked up a row* in the street

✓ To laugh in one's sleeve—(to laugh unobserved by the person

laughed at, while preserving a grave demeanour towards him) *e g*
If you make that absurd proposal, people will surely *laugh* at you
in their sleeve

✓ To learn by rote—(to fix in the memory by means of frequent repetition without comprehending the meaning) *e g* The child has *learnt* his lesson *by rote*

✓ To lie in wait—(in ambush) *e g* They *lay in wait* to murder Banquo's son

✓ To lend (or give) an ear—(to listen to) *e g* *Lend an ear* to my instructions *Lend me your ears*

✓ To be at a loss—(to be puzzled, generally followed by how, what or an infinitive) *At a loss for*—(in want of) *e g* I *am at a loss* to understand what you say He *is never at a loss for* an expedient

✓ To be laid up—(to be confined to one's bed) *e g* He *is laid up* with fever

To laugh to scorn—(to treat with contempt) *e g* They *laughed* him *to scorn* because they did not believe in what he said

✓ To lay at the door of or to lay to one's account—(to impute to, to charge with) *e g* Do not *lay* the complaint *at the door* of others The very abuses against which he waged an honest war, were *laid to his account*

To lead a cat and dog life—(to be in the habit of quarrelling) *e g* The husband and wife *lead a cat-and dog life*

✓ To lead by the nose—(to cause to follow obsequiously) *e g* He *leads his party by the nose*

✓ To leave one in the lurch—(to leave one in a difficult situation) *e g* It never occurred to me to think that he would *leave me in the lurch*

✓ To leave no stone unturned—(to use all practicable means to effect an object) *e g* He *left no stone unturned* to secure that appointment

To let the cat out of the bag—(to divulge a secret) *e g* While talking with his friend he unconsciously *let the cat out of the bag*

To give the lie—(to contradict flatly) *e g* A man's action may *give the lie* to his words

✓ To live from hand to mouth—(without provision for the future, precariously) *e g* The majority of the middle class men of our country *live from hand to mouth*

To look or speak daggers—(to look or speak in a hostile manner) *e g* Because I brought a suit against him, he *looked daggers at me* I will *speak daggers* to her but will use none

To be or remain at daggers drawn—(to be in a state of open hostility) *e g* He was *at daggers drawn* with his own father

To lose heart—(to lose courage) *e g* The soldiers *lost heart* when they heard their general was shot dead

To lose the day—(to be defeated) *e g* If they had failed to attack at the critical moment, they would surely have *lost the day*

To move heaven and earth—(to make the best possible efforts) *e g* He *moved heaven and earth* to get the chairmanship of the Municipality

To nip in the bud—(to destroy at the commencement of growth) *e g* All those bright hopes were *nipped in the bud*

To be in bad odour with—(to be out of favour) *e g* They are in *bad odour with* the Government

To out-Herod Herod—(to go beyond bounds in evil or deformity) *e g* Your account published in the newspaper *out-Herods Herod* Happiness is the prerogative of childhood To rob infancy of its rightful heritage (happiness) is the basest tyranny and cruelty, it *out-Herods Herod*

To sow wild oats—(to indulge in youthful dissipation and excess) *e g* Your taste for wine may turn out something more than *sowing wild oats*

To poison the ears of (to say to one something that will be greatly injurious to another) *e g* Lady Macbeth poisoned the ears of her husband

To pick a quarrel with—(to get into a quarrel by seeking for it) *e g* I have often found him *picking quarrels with his class-mates*

To pocket an insult—(to receive it without resenting it or at least without seeking redress) *e g* He had *to pocket the insult*, as it was not possible for him to resent it, being offered by a person in power

To play at ducks and drakes—(to waste and squander foolishly and unproportionately) *e g* He is *playing at ducks and drakes* with his money

To pass or cross the Rubicon—(to take the decisive step) *e g* The die was cast, *the Rubicon crossed*

To pick holes in one's coat—(to find fault with one) *e g* He has but few friends, because he is always *picking holes in others' coats*

To rain cats and dogs—(rain in torrents) *e g* It is *raining cats and dogs* to day

To read between the lines—(to detect a meaning not expressed) *e g* If you *read between the lines*, you will find there is a hint against the Government

To ride at anchor—(to be anchored) *e.g.* The ship *rides at anchor* in the dry

To ride roughshod—(to pursue a course regardless of the pain or distress it may cause others) *e.g.* He *rode roughshod* over his friend's feelings

To screw one's courage to the sticking point—(to summon up boldness to strike) *e.g.* If you want success in the enterprise, *screw your courage to the sticking point*

To be between Scylla and Charybdis (to be in a dilemma) *e.g.* I am *between Scylla and Charybdis*. If I do not proceed, they will call me a coward, and if I do, my life is in danger

To end in smoke—(to come to nothing) *e.g.* The project *ended in smoke*

To show one's teeth—(to threaten) *e.g.* The British lion (England) *shows his teeth* to the Russian bear (Russia)

To show the cold shoulder—(to treat coolly) *e.g.* I expected much of him, but he *showed me the cold shoulder*

To show the white feather—(to give indications of cowardice) a phrase borrowed from the cockpit, where a white feather in the tail of a cock is considered a token that he is not of the true game breed) *e.g.* Scott never forgave his brother for *showing the white feather* when he was sent to repel the refractory negroes

To be at sixes and sevens—(in a state of disorder or discord) *e.g.* The accounts are all *at sixes and sevens*. The members of the Council are all *at sixes and sevens*

To steal a march upon—(to march in a covert way, to gain advantage unobserved) *e.g.* Napoleon *stole a march upon* the Austrians and took them by surprise

To stem the tide—(to resist) *e.g.* He had to *stem the tide* of opposition to get the much coveted prize

To strain every nerve (try one's utmost) *e.g.* He *strained every nerve* to get the post

To take time by the forelock—(not to let slip an opportunity) *e.g.* We must *take time by the forelock*, for once it is past, there is no recalling it

To tax the brain—(to put one's brain to the greatest strain) *e.g.* The minister *taxed his brain* to solve the problem

To tax the patience—(to put one's patience to the greatest strain) *e.g.* I think I have *taxed your patience* too long and you are anxious to hear what the others have to say

To throw down the gauntlet—(to send a challenge, to defy) *e.g.* He *threw down the gauntlet* which his antagonist took up (accepted the challenge)

✓ To **tide over**—(to surmount difficulties) *e g* The money he has received will enable him to *tide over* his present difficulty

✓ To **tremble in the balance**—(to be in an undecided state where a small thing may decide a matter one way or another) *e g* The matter *trembled in the balance*

To **throw dust in one's eyes**—(to deceive a person) *e g* He *threw dust into the eyes* of his employers

To **throw light**—(to furnish further information) *e g* Your book will *throw* much *light* on this important subject

✓ To be of the **first water**—(of the highest rank, excellence) He is a gentleman of the *first water* It is a diamond of the *first water*

To be in one's **teens**—(to be aged between 12 and 20) *e g* He is still *in his teens*

To **toil and moil**—(to drudge) *e g* He was *toiling* and *moiling* the whole day and night

To be in **vogue**—(to be in fashion) *e g* The use of long-sounding words seems *to be in vogue* now a-days

✓ To **wash one's hands of**—(to cut off all connection with) *e g* I have *washed my hands of* this matter

To be of the **first water**—(of the highest excellence) *e g* It is diamond *of the first water* (pure and transparent) He is a gentleman *of the first water*

✓ To **weather the storm**—(to resist and overcome a misfortune) *e g* Our life is like a voyage on the ocean and we shall have to *weather many storms*

✓ To **weigh anchor**—(to raise the anchor and depart) *e g* The ship *weighed anchor* at 8 o'clock

To **weigh down**—(to burden heavily) *e g* The thought much *weighed him down*

✓ To **win golden opinions**—(to be held in great favour) *e g* Before the murder of Duncan, Macbeth had won golden opinions from all men

To **win laurels**—(to gain honour) *e g* Mr B has *won* fresh *laurels* in the world of literature

To **wage war**—(to make war or to be engaged in war) *e g* England is now *waging war* against the Transvaal

✓ To **do yeoman's service**—(to render conspicuous help) *e g* The Missionaries are *doing yeoman's service* to this country

To be at one's **wit's end**—(to be puzzled) *e g* He was almost *at his wit's end* how to act

Not to sleep a **wink**—(not to close the eye-lids in sleep) *e g* I have *not slept a wink* all night because of the tooth-ache

To put one's shoulder to the **wheel**—(to commence working in earnest) *e.g.* You have only *to put your shoulder to the wheel*, time and patience will conquer everything. The limitations of our circumstances press heavily upon us, but will *put our shoulders bravely to the wheel*.

To **worm out information**—(to obtain information by slow and secret means) *e.g.* He *wormed out* of his neighbour all the *information* necessary for achieving his end.

CHAPTER II

IDIOMATIC USES OF VERBS

(Explained and Illustrated)

I

BREAK

(1) He *broke* (imparted unpleasant and unexpected information in a gentle manner) *the news* of my father's death to me.

(2) I will *break my mind* (open my mind) to you.

(3) Poor thing! She is *breaking up* (near death).

(4) His health *broke down* (failed).

(5) I am not going *to break my journey* (leave the train and halt).

(6) We all want to talk on this subject, but no one is willing *to break the ice* (to speak first by breaking an awkward silence).

(7) His vicious conduct *broke* his mother's *heart* (caused his mother great sorrow).

(8) This is he, softly awhile. Let us not *break in upon* him (interrupt him) by entering unexpectedly.

(9) A great fire *broke out* in Kidderpui. The war *broke out* in 1854. Cholera has *broken out* in the suburbs of Calcutta. "You are very silent, Madam," he *broke out* (said suddenly) at last, "have you nothing to say to me?"

(10) I have not given him any cause *to break with* (part friendship) me.

(11) He *broke off* (stopped abruptly) in the middle of his story.

(12) The sun *broke forth* (came out suddenly from the clouds) and all was bright.

(13) It was perfectly still, when suddenly a loud voice *broke the deep silence* (interrupted or put an end to). Notice also *to break loose, open, etc.*

(14) The robbers had *broken* open (entered by breaking) and pillaged his house

(15) The wolf, a cub, *broke cover* (started forth from a hiding place) in fine style

N B—To *break the neck* of a journey or a piece of business is to get through the most serious part of it To *break* an oath, promise, pledge, vow, one's word, one's faith, *i e*, to violate it To *break* a jest, *i e*, to utter or crack a joke To *break* a horse, *i e*, to train a horse

II

BRING

(1) I will *bring a suit* or *an action* against you (sue you in the law court)

(2) The matter was *brought to light* (was published)

(3) The stag was *brought to bay* (see p 224)

(4) A good tree *brings forth* (bears) only good fruit

(5) It would be well, if you could *bring about* (effect, cause to happen) a reconciliation

(6) You are sure to be *brought to book* for neglect of duty (called to account, accused of a fault)

(7) His death *brings home* (causes me to feel the force of) to me the sorrow of losing friends

(8) Mr Bannerji in his last speech which he delivered in the Town Hall *brought down the whole house* (evoked such demonstrative applause as threatened the downfall of the building)

(9) All the household furniture was *brought to the hammer* (sold by auction)

(10) This sport *brings back* (recalls) all the old associations to my mind

(11) He *brought* his influence to *bear upon* (used his influence with) the Commissioner to induce him to give you the appointment

(12) The prisoner will be *brought to trial* (tried) to-morrow.

(13) Intense grief had *brought on* (caused) death

(14) He children have all been well *brought up* (trained) Notice also *to bring to notice, to bring to pass, to bring to terms, &c*

(15) The rioters must be *brought under* (reduced to obedience) or there will be no peace in the country

(16) I will undertake to *bring him round* to your views (persuade)

III

CALL

(1) I wish to *call your attention* (direct) to this point

- (2) The teacher *called the roll* (called over the list of names)
- (3) The teacher punished the boy because he *called* Hari names (applied abusive names to Hari)
- (4) The article *called forth* (elicited) a host of rejoinders
- (5) Will you please *call upon* (come and see) me to-morrow ? I was unfortunately *called upon* (summoned before a tribunal) to give evidence against him. God says, "*Call upon* (invoke or pray to) me in the day of trouble, I will deliver thee"
- (6) He *called in question* the truth of my statements (expressed doubt)
- (7) The Chairman *called the speaker to order* (told him that he was acting contrary to the recognised rules of debate)
- (8) Your letter *calls up* (brings to remembrance) many delightful memories
- (9) The boy was *called to account* (to give an explanation of) - for his absence
- (10) We hope another edition of this book will be *called for* (asked for by the booksellers) very soon
- (11) Your mother is seriously ill, you should *call in* the doctor at once
- (12) Peter *called to mind* (recollected) the words that Jesus said
- (13) The carrier *called at the place* (stopped for a short time) to deliver the parcels. Trains *call at* this station when required

IV

COME.

- (1) It *came to pass* (happened)
- (2) The Prize distribution *came off* (took place) on Tuesday last
- (3) Your letter *came to hand* (reached me) yesterday morning
- (4) The secret never *came to light* (was disclosed)
- (5) When he *came to himself* (recovered consciousness), he found me standing by him
- (6) How *came* she by (obtained) that book ?
- (7) We *come short of* (fall short of) the glory of God
- (8) Matters have *come to a crisis* (reached a critical point)
- (9) They *came to blows* at last (ended in fighting)
- (10) The Calcutta Municipal Bill will *come into force* (take effect) on the first of April
- (11) The property *came into my possession* (was obtained) 12 years ago

(12) This book will *come out* (be published) in December

(13) The work *came into a stand still* (ceased)

(14) I *come across* (met with) this quotation from Shakespeare in Lowell

(15) The goods train *came into collision* with (struck against) the passenger train

(16) This book *comes up to* (conforms to) my idea of what a school book ought to be

(17) We have discussed it long, let us *come to a point* (decision)

(18) It never *came into my head* (struck me) that the proposal could be carried out in that way

(19) If you act in that way, you will surely *come to grief* (be in trouble)

(20) It might *come under* (fall under) the head of useful knowledge.

(21) He will soon *come round* (recover from sickness)

(22) He has *come of age* (attained majority)

(23) The opposing armies shelled each others trenches first and then *came to close quarters* (indirect conflict)

V

DRAW

(1) As the day of his arrival *drew on* (approached), his friends began to make preparations for giving him a splendid reception

(2) Haridas tried to *draw* his friend out (artfully induce him to open his mind so as to express his views on some subject), but failed in his attempt

(3) I should like to *draw* (call) your attention to this point

(4) The question is, where are you going to *draw the line*? (discriminate)

(5) How can you *draw* (infer) such an inference from these premises?

(6) I *draw interest* at the rate of 3 per cent

(7) The troops are *drawn up* (arranged in order) in battle array

(8) I have *drawn up* (made a draft of) the report. Similarly, the treaty, the document, etc., were *drawn up*

(9) You may *drawn on me* (make a written demand for payment of money deposited or due) for the expenses of your journey

(10) We do not *draw* (derive) the moral lessons from this history

(11) The man who boasted so much of his learning was obliged to *draw in his horns* (to abandon his pretensions)

(12) We *draw the cover* (cleared the woods of the game they concealed) and started a fox Cf To *break cover* in p 131

(13) Hanged, *drawn* and quartered (a military phrase meaning mangled mutilated)

(14) To *draw a fowl* is to disembowel it

(15) This play is sure to *draw a good house* (a great crowd will come to see the performance)

(16) For *drawn game*, see p 119

(17) Macaulay has *drawn* a flattering *picture* of William's capabilities (given a flattering representation)

VI

FALL

(1) He *fell in love* with her

(2) They *fell to* (eagerly began to take their food) with great appetite He *fell to* (applied himself to) his work with great zeal They *fell to* raising money

(3) It was wrong on his part to *fall out* (quarrel) with his friends There *fell out* (happened) a quarrel between the frogs and the mice

(4) He *fell dead* on the spot

(5) These for a while believe, and in time of temptation *fall away* (desert the faith)

(6) Was it not foolish on their part to *fall foul of* (attack one another) when it was their interest to act in concert?

(7) You will find it difficult to persuade learned men to *fall in* with (agree to) your project.

(8) Friends *fall off* (withdraw) in adversity Some of our subscribers have *fallen off* (dropped off)

(9) When the small-pox broke out, the school attendance *fell off* (diminished)

(10) The supply *fell short of* (was less than) what he needed

(11) His remarks *fell flat* (caused no amusement)

(12) The project was good enough, but it *fell through* (came to nothing) in his hands

(13) Cain was in very wrath and his countenance *fell* (appeared dejected)

(14) They *fell under* (came under) the jurisdiction of the Emperor These things do not *fall under* human sight or observation

VII

GET

- (1) I could not *get at* (reach) him on account of the crowd
- (2) I have not *got back* (received back) my book
- (3) I am *getting better* (improving in health)
- (4) In the foot race, he *got the better* (got advantage over) of his opponent
- (5) You will have *to get* this lesson *by heart* (commit it to memory)
- (6) I could not *get him* (prevail on him) to go
- (7) *'Get you gone'* (depart, with emphasis) you rascal
- (8) The prisoner *got loose* (escaped)
- (9) He has *got ahead* of (prospered more) his brother in business
- (10) He *got the start* of us in trade (began to trade before)
- (11) I do not know how I am to *get rid of* (free myself from) this bad habit
- (12) The story *got wind* (was divulged)
- (13) I am sure he will *get off* (escape) with impunity
- (14) She *got off* (alighted from) her horse
- (15) To *get off* one's garments is to take them off, to *get off* goods is either to sell them or to despatch them
- (16) How are you *getting on* (making progress) with your studies?
- (17) A man of his talents is sure to *get on* (succeed) in this world
- (18) I have fever, I hope to *get over* (get rid of, overcome) it soon
- (19) Owing to the mosquitoes, I could not *get to* sleep
- (20) It is easier to *get into* (to be involved in) than to *get out of* (to extricate oneself from) a difficulty
- (21) He has *got into hot water* (become involved in a difficulty) about that business
- (22) I have *got through* (finished) this book
- (23) The examination this year has been a stiff one, do you think he will *get through* (pass)?
- (24) Towards 8 o'clock the fire was *got under* (suppressed)
- (25) He *got up* (prepared) a petition
- (26) He *got up* (wrote, printed or published) speeches to excite the people
- (27) This is merely a *got up* (concocted) affair
- (28) I *get up* (rise) at 5 in the morning

(29) The *get-up* (the paper, printing, etc.) of the book is very artistic

(30) You must *get ready* (be prepared) by 5 or else I shall go away

(31) Well, Doctor ! how is your patient *getting along* (progressing) ? It is simply impossible to *get along* (proceed) with him

(32) It will take him some time to *get a footing here* (to become established)

(33) He *got drunk* and returned home

(34) Then they sailed two days and nights before they *got sight* of land again (saw)

(35) You must act very cautiously, see that the secret does not *get wind* (become known)

VIII

GIVE

(1) She has *given birth to* (borne) a child

(2) I have had letters warning me that I had better *give him a wide berth* (avoid him), if I happen to be in that part of the country. Tourists and sportsmen are advised to *give* the Kangra and Kulu valleys *a wide berth* (avoid them) this hot weather

(3) The judge said he would not *give countenance to* (favour) lotteries

(4) You ought to examine the statement, before you *give credence to* (believe) it.

(5) The policeman *gave chase to* (pursued) the thief

(6) You have *given* the whole story *a false colouring* (misrepresented)

(7) I wish you to prosper and ask you to *give ear* (pay heed) to my advice

(8) Would you *give her the go-by*, Sir ? (refuse to acknowledge her, pass her over) (*Colloq*)

(9) He gave the proposal *the go by* (evaded)

(10) I *gave no inkling* (hint) of the matter to him

(11) Your action must not *give the lie to* (contradict) your word

(12) I can *give you a lift* (can accommodate you in my conveyance) if you like.

(13) But how could he thus *give the reins* (allow unrestrained freedom) to his temper ?

(14) The thief *gave* the policeman *the slip* (escaped from)

(15) When he heard the sad news, he *gave vent to* (poured forth, expressed) his feelings in a loud cry

(16) I had to *give way* (yield), there being no other alternative
 Cf to *give place* (to make room, to yield)

(17) You must *give in* (yield) or else there is no hope for you

(18) I have *given out* (expressed) my views on the subject

(19) He *gave over* (made over) charge of his office to his successor yesterday

(20) *Give over* (cease from) writing for a few hours and take a little rest

(21) This man is *given to* (addicted to) the use of wine

(22) I have *given up* (abandoned) the idea of accepting that post

(23) Let us *give ourselves up* (resign or devote or consecrate) to God in heart and desire

(24) He *gave up the ghost* (died)

(25) The Boers *gave us battle* (engaged us in battle) yesterday

(26) He did not *give the least heed* (pay any attention) to my words

(27) *Give me chapter and verse* (give me the proof) or else I will not accept your statement

(28) Your own people have *given currency to* (circulated) this report

(29) A poet *gives full play* (scope) to imagination

(30) When the men on board *the Revenge* (the name of a ship) were *given a quarter* (were told that their lives would be spared), they surrendered

(31) I must *give him credit* for so ably managing my estate

(32) I have bought this plot of ground from Mr Chatterji but he has not *given me possession* as yet

7

GO

(1) He has *gone* (run) mad

(2) He has *gone to the dogs* (is ruined)

(3) Let *by-gones be by-gones* (let the past be forgotten)

(4) It will *go hard* (cause serious trouble or danger to) with you

(5) His property has *gone to rack and ruin* (is in a wretched condition)

(6) It would be disastrous, if we were always to *go with the stream* (do as everybody else does)

(7) It *goes without saying* (undoubtedly) that he is now the ablest man in our community

(8) The weaker must *go to the wall* (be pushed aside, thrown into the background)

(9) Will you *go halves* (share equally) *with* me, in buying the plot of ground?

(10) He did not sell the piece of land for what I offered, but he may *go farther and fare worse* (neglect a present opportunity, and afterwards be compelled to accept one less favourable)

(11) It *goes against the grain* (is unpleasant) to confess our faults

(12) He *went astray* (out of the right path)

(13) He *went the whole length* (to the whole extent) in that matter

(14) They *went on a fool's errand* (undertook a fruitless enterprise)

(15) They never *go about* (endeavour) to hide their vices

(16) Are you *going in for* (do you intend to appear at) the next examination

(17) The fire is *gone out* (extinct)

(18) The lamps are *gone out* (have ceased to burn)

(19) Have you *gone over* (read) these letters?

(20) Have you *gone over* (examined) these accounts

(21) He *went over* (passed from one to the other) to the other party

(22) Have you *gone through* (read) this useful book?

(23) They *go under* (are known by) the name of Wahabis

(24) You must not *go upon* (take it as a principle) this supposition

(25) Will you *go bail* for him (become his legal surety for his appearance in court)? *Note*—In this sense, *bail* is not used in the plural form. We may say, Ravi and Jadu went *bail* for Hari

X

HOLD

(1) This excuse will not *hold water* (bear close inspection)

(2) The rule *holds good* (is valid)

(3) *Hold* him *fast* and he will tell you the secret

(4) The trade *held on* (continued) for many years

(5) I am quite capable of *holding my own* (maintaining my position)

(6) It is difficult to *hold* them *in check* (restrain)

(7) He *held his peace* (kept silent)

(8) He *holds out* (offers) expectations which he cannot fulfil
In the defence of Lucknow, the besieged garrison *held out* (offered resistance) for 87 days

- (9) *Hold your tongue* (be silent)
 (10) He *held* (laid) a wager
 (11) *Hold up* (raise) your head
 (12) He *held in* (restrained) his temper
 (13) He *held forth* (harangued) on politics for an hour
 (14) They *held* him in *great honour* (esteemed)
 (15) If you love me, *hold not off* (remain at a distance)
 (16) The President of the association means to *hold over* (to put off) the resignation letter for further consideration Notice to *hold over* is to remain in office or in possession beyond the regular term, e.g. The tenant is liable to be ejected for *holding over* even after his title is determined

Notice to *hold*—a meeting, counsel, deliberations, a Parliament, court, a service, &c

XI

KEEP

- (1) The drunkard was told to *keep* himself *aloof* (to refrain from associating with) *from* his former companions
 (2) *Keep an eye upon* (watch carefully) the boy
 (3) In these hard times it is difficult to *keep body and soul together* (to maintain bare existence)
 (4) You must *keep company with* (associate) the wise and good
 (5) The young man told me when he was to be married and I promised him to *keep* it *dark* (secret)
 (6) Under proper discipline, the boys can be *kept in check* (controlled)
 (7) The French general *kept* his cavalry *in reserve* (for future use)
 (8) Write to me every day, do not *keep* me *in suspense* (in a state of uncertainty)
 (9) We stayed together for 3 years, but all this time he *kept* me *in utter darkness* that he was a married man
 (10) You must always *keep* your *word* (fulfil your promise)
 (11) We succeeded in *keeping the wolf from the door* (warding off starvation) by dint of hard labour
 (12) My watch *keeps* correct *time*
 (13) *Keep it to yourself*, please (keep it secret)
 (14) He *kept up correspondence with* me (wrote letters to me) for ten years The prices of the goods must be *kept up* (prevented from falling)

- (15) I am *keeping well* (doing well)
- (16) We must not spend imprudently simply for *keeping up appearances* (maintaining an external show)
- (17) I will *keep* nothing *back* (conceal) *from* you
- (18) The Government has been successful in *keeping down* (holding in subjection) these frontier tribes
- (19) We must always *keep to* (adhere to, stick to) our word
- (20) It is the duty of government to *keep* these frontier tribes *under* restraint
- (21) *Keep off 'Keep off'* (remain at a distance), the train is moving
- (22) Put on your warm suit, it will *keep out* (not let in) the cold
- (23) I cannot *keep pace* (walk as fast as) *with* you
- (24) Mr Lee's daughters *kept house* (managed the domestic affairs) at Darjeeling When my dear brother was alive, I *kept house* for him
- (25) The colonel *kept open house* (was hospitable to all comers)
- (26) When the marriage ceremony of the prince comes off, you will find much to *keep your hand in* (use your energies)
- (27) He had always *kept in view* (had his attention fixed in a certain direction) the success of his form

XII

KNOCK

- (1) The book was *knocked down to me* (sold to me at auction) at rupees 5 (lit to assign to a bidder by a blow on the counter)
- (2) I am quite *knocked up* (very tired) *Knock me up* (awake me by rapping at the door) at 5 to-morrow morning
- (3) The scheme was *knocked on the head* (frustrated)
- (4) I have *knocked about* the world (travelled without definite aim) a good deal
- (5) One word more, and I will *knock you on the head* (kill by a blow on the head) or *knock your brains out* (force out by a blow)
- (6) We *knock off* work (cease working) when it strikes six (colloquial)

XIII

MAKE

- (1) *Make a clean breast of* (confess fully) your faults
- (2) Do not *make a great fuss* about it (make a noise concerning trifles)
- (3) He *made a fool of you* (deceived you) when he got you to

buy this at such a high price I *made a fool of myself* (acted very foolishly)

(4) Do not *make a mountain of a mole hill* (exaggerate)

(5) *Make it a point* (regard as highly important) never to mix with him

(6) A pedant is one who *makes a parade* (makes a show) of his learning

(7) You must *make some allowance* (make some concession) for his rudeness, because, he had no good training in his childhood

(8) He *made ample amends* (made good) for his rude conduct

(9) I am sure he is not here, but *to make assurance doubly sure* (to render as certain as possible), I must go at once and enquire about it

(10) The emperor *made away with* (killed) his brother to secure the throne

(11) Prices have risen, and we cannot *make both ends meet* (make our expenses come within our income)

(12) The boy *made faces* (distorted his face) at his companion when the teacher looked away Cf *To make mouths at* a person

(13) On seeing the man, the animal dropped the woman and *made for* (rushed towards) him

(14) He is a generous fellow, and will soon *make friends* (become reconciled) with you

(15) Since you have assured him that you will do this for him, you must *make good* (fulfil) your promise He *made good* (compensated) the loss or damage

(16) *Make haste*, the time is up

(17) The ship *made head against* (advanced against) the wind and waves

(18) The father gave his son good advice but he *made light of* it (treated it with indifference)

(19) He spoke for an hour but I could *make neither head nor tail of* his speech (was unable to understand it)

(20) The harrowing story *made my hair stand on end* (terrified me greatly)

(21) Do not be formal, *make yourself at home* (to be at ease in another's house)

(22) Can you *make out* (understand) the meaning of this sentence?

(23) He *made over* (transferred the title of) his property to his elder brother

(24) The sight of that mango *makes my mouth water* (causes a desire to eat it)

- (25) You must *make up* your arrears
- (26) The freedom and healthfulness of an agricultural life *makes up for* (compensate for) its toil Bruce had recourse to stratagem to *make up for* his deficiency in numbers
- (27) I have *made up my mind* (decided) not to go there.
- (28) The high-way man *made up to him* (approached him) and said, "Your money or your life"
- (29) He *made* the distance (travelled over) in one day
- (30) She will *make* (become) a good wife.
- (31) He knows not what to *make of* the news that is, he does not well understand it
- (32) I am glad to *make your acquaintance*
- (33) I will *make an example of* you (punish you as a warning to others) in the class
- (34) *Make your choice* ; I will say nothing
- (35) We say to *make room for* *pace*, *progress*, *eat*, *suit terms*, *a stand*, &c
- (36) You have *made a mess* (made matters worse) of the whole thing
- (37) There was a quarrel between two parties, but they soon *made it up* (became friendly)
- (38) The man who *made off* (ran away) with my horse, was sent to jail
- (39) It *makes one's blood boil* (rouses indignation) to hear of the cruelties on the poor Armenians
- (40) Notice — *Make believe* means a mere pretence, *make peace* = a peace-maker and *make shift* = a temporary expedient

XIV

PICK

- (1) The man *picked acquaintance* with me when we were travelling by the train
- (2) For *picking a quarrel*, see p 128
- (3) For *picking holes in one's coat*, see p 128
- (4) You must be very selfish to *pick out* (select the best articles for yourself, leaving only the inferior ones for your companions)
- (5) The invalid is *picking up* (recovering health)
- (6) Women generally are given to *picking* their neighbours *to pieces* (finding fault with them)
- (7) The English generals were *picked off* (killed separately) by the Boer sharpshooters

(8) The thief was fined Rs 10 for *picking* a man's *pocket*

(9) On the river Thames, one may see white pleasure boats, *picked out* (ornamented) with gold

(10) *Picking* and stealing, here *picking* means stealing

(11) The bird *picked up* a worm (took away by a quick, well directed or unexpected movement)

(12) He *picked* (opened) the lock

(13) To *pick* (separate) wool, cotton, hair, &c

(14) To *pick* a fowl (strip off its feathers)

(15) To *pick* (cleanse) the teeth of a fowl

(16) To *pick* and choose (here *pick* = choose, often used with *out*)

XV

PLAY

(1) Charles *played a double game* (acted in two characters, one openly and the other secretly) with his subjects

(2) They are *playing at cross purposes* (trying to thwart one another)

(3) He *played me false* (deceived) in his dealings with me

(4) I or *playing fast and loose*, see p 120

(5) The man *played the boy a trick* (deceived)

(6) He had *played his cards too well* (carried out his scheme with consummate skill)

(7) The actor refused to *play second fiddle* (to take a subordinate part)

(8) To *play*—the fool, the hypocrite, the truant, the moralist, &c (to play the part of)

(9) Charles in his exile, *played the role* (the part) of a king

(10) He *played off* (displayed) some tricks for our amusement

(11) For the attainment of his object he *played off one of his neighbours against another* (to use two people for one's own purposes)

(12) Men are apt to *play* (trifle) with their health and their lives as they do with their clothes

(13) He *played on* (performed on) the violin We *played at* cards for an hour (played a game at cards)

(14) The engine *played on* (threw water on) the flames

(15) You *played into his hands* (assisted him or co operated with him to his advantage)

(16) To *play the devil, deuce or mischief with* is to injure or hurt seriously, to ruin

XVI

PUT

- (1) He *put forth* (exerted) all his energy to carry out his scheme
- (2) The tree is *putting forth* (shooting out) leaves I *put forth* (proposed) several questions
- (3) The case was *put off* (postponed) till Thursday *Put off* (take off) your shoes or clothes
- (4) He *put on* (wore) his best clothes that day
- (5) I have *put him on his good behaviour* (put him to the test)
- (6) The crew were *put on short allowance* (were cut down as regards the quantity each should receive)
- (7) The fire was *put out* (extinguished), *Put out* (extinguish) the candle before you get into bed
- (8) My money is *put out* to interest (placed at interest)
- (9) My pamphlet was *put out* (published) anonymously
- (10) He was very much *put out* (displeased) by your not coming to dinner
- (11) I am *putting up with* (staying with) him
- (12) I can *put up with* (suffer patiently, endure) some inconvenience in our new house I will not *put up with* such conduct
- (13) The furniture will be *put up for sale* (offered for sale) to morrow
- (14) The submission of the enemies *put an end to* (stopped) war
- (15) The Mussulmans *put the Americans to death* (slew)
- (16) The appearance of the tiger *put the men to flight* (caused to flee)
- (17) He has been *put to great inconvenience*
- (18) The arrival of the troops *put the rebels to the rout* (dispersed)
- (19) The ship *put to sea* (began her voyage) with 100 passengers
- (20) You could be *put to the blush* (shame) by a school-girl of fifteen Cf. *Go put to shame*
- (21) The prisoners were all *put to the sword* (killed)
- (22) The matter was *put to the vote*
- (23) You must *put in practice* (make use of) what you learn at home
- (24) I have *put a spoke in his wheel* (hindered his progress)
- (25) I told my clerk to *put me in mind* (remind me) to write to the cabinet maker for a dozen chairs

- (26) He *put in for* (laid claim to) a share of profits
 (27) The prisoner was *put into irons* (was fettered)
 (28) He was *put into the shade* (eclipsed) by the brilliant successes of his rival
 (29) To teach writing before reading is to *put the cart before the horse* (to teach in an inverted order)
 (30) The principal is going to examine you, let every student *put his best foot foremost* (try his best)
 (31) *Put me down for* 5 rupees, i.e., I am going to subscribe 5 rupees
 (32) He had not *put by* (laid aside for future use) a single penny
 (33) I hope you would kindly *put in a word for* (recommend) me
 (34) *To put a long face upon a matter* See p 153
 (35) Then they hastened on board, and *put to sea* again (sailed)
 (36) If you wish to succeed in life, you must *put your shoulder to the wheel* (help yourself and must not look up to others for help)

XVII

RUN

- (1) The ship *ran aground* (stranded)
 (2) He *ran amuck* (rushed wildly) attacking all that came in his way
 (3) His conduct *runs counter to* (is contrary to) all the rules of propriety
 (4) The ship *ran foul of* (came into collision with) the pier
 (5) Abdiel undauntedly *ran the gauntlet* (passed through a severe course of treatment in the way of criticism or obloquy) of taunts and sneers of the fallen angels The phrase in this figurative sense comes from the custom of inflicting a punishment bearing this name A prisoner stripped to his waist had to run between two lines of soldiers armed with iron gloves and with sticks and other weapons with which they struck him as he passed Notice also that to *throw down the gauntlet* means to challenge and to *take up the gauntlet* means to accept a challenge
 (6) The waves *ran high* (raged furiously) The excitement in the stock market *runs high* (is great) to day
 (7) Frivolous commentators permit their imaginations to *run riot* (act without control)
 (8) They *ran down* the stag (chased) till it was exhausted and caught You are always for *running her down* (disparaging her)
 (9) Only those who are very strong in health should *run the risk* (incur the danger) of playing foot-ball

- (10) The house was furnished scantily because the money *ran short* (was exhausted and was thus insufficient)
- (11) The plant is *run to seed* (is growing rank)
- (12) The resolution *runs* (proceeds) thus 'That this Congress, &c."
- (13) The note has 30 days to *run* (to continue without falling due)
- (14) It has rained for 3 days *running* (consecutively)
- (15) The army kept up a *running fire* (constant discharge of musketry)
- (16) A *running* fight (a battle in which one party flies and the other pursues, but the party fleeing keeps up a contest)
- (17) The book has a *running title* (continued from page to page on the upper margin)
- (18) His nobleness *runs in his blood* (is hereditary)
- (19) The tune *runs in my head* (lingers in my memory)
- (20) You must curtail your expenses, you are *running* more and more *into debt* (incurring more debt) every month
- (21) The boy *ran the rig upon* (played a sportive trick upon) his companion by putting some powder in his pipe
- (22) I am sorry, he is much *run down* (in a low state of health)
- (23) The lease *runs out* (expires) in September. An estate managed without economy will soon *run out* (be wasted)
- (24) A note of murmur *runs through* (pervades) the whole letter
- (25) The prodigal son *ran through* (squandered away) the property his father gave him
- (26) The cup *runs over* (overflows). The tram-car *ran over* (drove over) the child. He was *run over* by a carriage. Please *run over* (glance over, examine cursorily) these accounts and give me an idea of them
- (27) The boys were *running a race*
- (28) The horse *ran away with* (made off with) the dog cart
- (29) You must secure jobs if you wish to *run* (manage) the *press* well
- (30) He is above *the common run* (noun) = the average people

XVIII

SET

- (1) *Set* (place) your affection on things above
- (2) They are *hard set* (embarrassed) to represent the bill as a grievance

(3) On these 3 objects, his heart was *set* (fixed)

(4) She *set* (converted into curd) the milk for cheese

(5) He *set* (put) a high price on this horse

(6) *Set* (sharpen) the razor

(7) *Set* (regulate) the clock

(8) *Set* (give a pitch to) the tune

(9) The doctor *set* (replaced) the bone

(10) The hunter *set* (placed) a trap for the wild beasts

(11) They gave him hints that he might *set about* (commence doing something for a living)

(12) He *set* the clock *agoing* (caused to begin to move)

(13) Always *set a good example* before others

(14) The boy *set at defiance* (defied) all the rules of the college

(15) The father *set the child's heart at ease* (comforted)

(16) The prisoner was *set at liberty* (released)

(17) You *set at naught* (disregarded) my advice

(18) They *set fire to the house* The house was *set on fire*

(19) The condition of this country is fully *set forth* (described) in this book You must *set forth* (exhibit) your views very clearly

(20) The prisoner was *set free* See 16

(21) He did not *set on foot* (start) an enquiry into the matter

(22) Miss A is *setting her cap at you* (trying to win you as her husband)

(23) He *set his face against* (opposed resolutely) certain unreasonable innovations in society

(24) The acid I swallowed *set my teeth on edge* (caused a sharp grating sensation)

(25) He would not *set his hand* (sign his name) to the contract

(26) He will never *set the Thames (or the river) on fire* (be able to distinguish himself by doing something extraordinary)

(27) He is *setting other people by the ears* (exciting them to quarrel)

(28) I will *set the matter right* (settle) to-morrow

(29) He *set sail* yesterday (began his voyage)

(30) He delivered a *set* (carefully prepared beforehand) *speech*

(31) An artist sketched a likeness of the declaimer, *on which*, in after days, those who were fondest of him *set* not a little *store* valued, thought highly of)

(32) He was so witty that he could at any time *set the table in a roar* (caused loud laughter among the company at table)

(33) The teacher *set down* (recorded) the following rules for the pupils

(34) The monsoon has *set in* (begun)

(35) The dress itself is simple, but the trimmings *set it off* (make it more showy)

(36) He *set off* (started) for Bombay this morning

(37) Thou, traitor, hast *set on* (instigated) thy wife to this

(38) Cassio was *set on* (attacked) in the dark The dogs *set upon* (attacked) the man passing along the street

(39) He *set out* (started) in quest of the golden apples

(40) You did it *of set purpose* (not involuntarily or accidentally)

(41) To *set up*, a shop, a school, a hospital, &c to establish)

(42) The compositor has *set up* (put in type) only 10 pages of your manuscript

(43) He means to *set up for* (pretends to be) a mathematician

XIX

TAKE

(1) I was quite *taken aback* (surprised) when I heard that Mr G had committed suicide

(2) The girl *takes after* (resembles) her mother

(3) You should never *take advantage* of another's goodness (make use of a favourable state of things to the prejudice of)

(4) The mountain tribes *took up arms* (commenced hostilities) against Government *To take the field* is to commence the operations of campaign

(5) *Take care*, if you do this again, I will punish you

(6) The ship *took fire* (became inflamed) at 5 in the evening

(7) A forlorn and shipwrecked brother, seeing, shall *take heart* (gain courage) again

(8) *Take heed*, you are going to ruin your health

(9) I *took hold of* (seized) the thief, as he was escaping

(10) I *took leave of* (bade farewell to) my teacher

(11) You did not *take any notice* of me

(12) He *took part* (shared) in our rejoicing

(13) The meeting will *take place* (be held) on Monday next

(14) He *took sides with* us in the debate

(15) You spoke to him very abruptly ; evidently he *took* it to *heart* (felt it very keenly)

(16) The teacher asked the boys to *take* the notes *down* (to commit to writing)

(17) The house was *taken down* (pulled down)

(18) I *took* him for a lawyer, & c, I thought he was a lawyer
Hari *took* me for Shyam

(19) I will add just one word more, which I hope you will *take in good part* (in a friendly spirit)

(20) Do not *take* too much *in hand* (undertake)

(21) I could not *take in* (comprehend) his meaning

(22) He was *taken in* (deceived) by her fair appearance Even Professor R was *taken in* by K's eloquent lecture

(23) It will *take up* (occupy) at least 5 hours He is going to *take up* (espouse) our cause

(24) My whole time is *taken up with* (occupied with) writing to my friends

(25) Men of learning who *take to business* (apply themselves to charge it generally with greater honesty than men of the world)

(26) The thieves *took to their heels* (commenced running)

(27) I was severely *taken to task* (censured, reproved) for going to the theatre

(28) I *took* him at his word (believed what he said)

(29) The servant *took* his cue (understood the hint) and fled

(30) He *took it into his head* (conceived capriciously) that he could manage the whole Press business himself

(31) I hope you will not *take it ill or amiss* (be offended) that I cannot help you in the matter

(32) It is quite true that at times he *took to his bed* (was prostrated by illness)

(33) Notice to *take into account, take into consideration, &c*

(34) He was in real difficulty but he *took the bull by the horns* (boldly grappled with the difficulty)

XX

TURN

(1) The boat was *turned adrift* (set floating at random)

(2) He *turned a deaf ear* (refused to listen) to my advice

(3) He *turned his back upon* (replused) the poor beggars

(4) He has changed sides twice already and is just on the point of becoming a *turn coat* (noun) once more

- (5) The sick man has *turned the corner* (changed for the better)
- (6) Do not fail to *turn* the present opportunity *to account* (turn to advantage)
- (7) *Turn your hand to anything* (be engaged in any work you find instead of being without employment)
- (8) Success has *turned his head or brain* (overthrown his reason or judgment)
- (9) He has *turned over a new leaf* (begun a new and improved mode of life)
- (10) I never lose a chance of *turning a penny* (earning)
- (11) That evidence *turned the scale* (changed the preponderance) in the prisoner's favour
- (12) He *turned the cold shoulder* on me (treated me coldly) He *gave or showed the cold shoulder* to me
- (13) The cigar smoke *turns his stomach* (nauseates him)
- (14) He was laughing at my bad writing when I *turned the tables* upon him (reversed or changed the aspect of affairs) by showing him his bad hand-writing
- (15) Cowards *turn tail* (retreat ignominiously) when they see the enemy
- (16) He *is turned 66* (has advanced beyond)
- (17) The night is far advanced, and it is time we should *turn in* (go to bed)
- (18) You have done well by *turning him off* (dismissing contemptuously), he is such a rogue.
- (19) The new Headmaster has *turned out* (proved in the result) to be a competent man
- (20) The boy was *turned out* (expelled) of the examination hall.
- (21) The factory *turns out* (produces as the result of labour) a hundred sewing machines weekly
- (22) The scheme *turned out* (resulted in) a failure
- (23) The long lost one has at last *turned up* (made his appearance)
- (24) Inconsiderate young men are prone to *turn up their noses at* (show contempt for) everything native
- (25) Conditions of peace *turn upon* (depend upon) the events of war

CHAPTER III

IDIOMATIC USES OF ADJECTIVES

I DEAD

- (1) Sanskrit is now a *dead language* (no longer spoken)
- (2) He is *dead drunk* (stupified with liquor)
- (3) This law has now become a *dead letter* (no longer in force)
- (4) I could not move from the spot, I was *dead beat*, body and soul (thoroughly exhausted) You are *dead beat*, old fellow
- (5) He made a *dead set* (a determined attack) *at me*
- (6) A *dead-heat* is a heat or course between two or more race horse in which all come out exactly equal, so that no one wins
- (7) We are *dead* (immersed) in sin and trespasses
- (8) I was tired of reading and *dead* (extremely) sleepy
- (9) He is *dead* (completely) against my views

Q. Explain the meaning of the word *dead* in the following expressions

(a) Dead matter (b) Dead to all sense of honour (c) Dead darkness (d) The *dead* (noun) of night, the *dead* of winter (e) A *dead* calm (f) A dead weight (g) A *dead* lock (h) A *dead* loss (i) Dead capital (j) Dead stock-in-trade (k) Dead colouring (l) A dead fire (m) A dead level or plain, a dead wall (n) Dead shot (o) A dead certainty

Ans - (a) Lifeless (b) Indifferent (c) Death-like (d) Depth, the most quiet part, mid night (e) and (f) Without motion (g) A stoppage with no power of motion left (h) A loss with no hope of recovery (i) and (j) Unprofitable (k) and (l) Dull (m) Monotonous, unvaried, dead wall=a wall without any windows or openings (n) Unerring (o) Sure as death

II FAIR

(1) His dealings with his customers are always *fair and square* (honest)

(2) For *fair field and no favour*, See p 120

(3) Mr Chatterji is in a *fair way* (almost certain) to succeed as a pleader

(4) Mr Mukerji *bids fair* to become (has a fair prospect) a successful teacher

- (5) I have a *fair chance* of passing the examination this time
- (6) He was accused by his playmates of want of *fair play* in cricket (equitable treatment of parties)
- (7) The examiner has asked a very *fair question* (reasonable)
- (8) He plays a *fair game* (has a moderate amount of skill at chess).
- (9) By *fair means or foul* See p 120
- (10) His *fair name* (good reputation) is strained
- (11) He was very *fair-spoken* (courteous)
- (12) We shall have *fair* (fine) weather
- (13) We must be courteous to the *fair sex* (women)
- (14) What is her complexion? Is she *fair*?
- (15) His dealings are *fair* (impartial)
- (16) His hand-writing is *fair* (legible)
- (17) He spoke *fair* words (pleasing, favourable)

III

GOOD

- (1) Always try to keep *good* company
- (2) They were very *good* (kind) to me
- (3) You are a *good for nothing* (worthless) fellow
- (4) The rule still *holds good* (remains in effect) The rule that great sons have great mothers *holds good* (is true) in her case
- (5) You must *make good* (fulfil) your promise
- (6) A *good* (fair) name is better than precious ointment
- (7) *For good and all*, See p 120
- (8) Always be *as good as your word* (perform your promises)
- (9) He did me a *good turn* (gave me a timely help) in lending me money
- (10) Have you had a *good time* (a happy season) of it?
- (11) Oh! that is a *good hit* (a peculiarly apt expression)
- (12) You have got a *good round sum* (a large sum)
- (13) Will you be *good enough* to do this for me?
- (14) He is a *good hand* at writing (He can write well)
- (15) I am not in her *good graces* (favour)
- (16) It was *as good as play* (very interesting) to see them
- (17) He is working *in good earnest* (in right earnest)
- (18) I am *good* (able) for a 10-mile walk

(19) I am *good* for (able to pay) 100 rupees The real phrase is *good for any sum*=able or willing to pay the sum

(20) He *as good as* (virtually) refused me

(21) We say *a good strong dose of medicine, good old age, the good old times, a good deal of trouble* &c.

CHAPTER IV

IDIOMATIC USES OF NOUNS

I

FACE

(1) *To fly in the face of* See p 126 135

(2) *To set one's face against* See p 148 154

(3) *To make faces* See p 142

(4) He *made a long face* (wore a sad countenance) when he heard the news, though it was doubtful whether he was sincerely sorry

(5) Living close to the sea shore, he was brought *face to face* (in the presence of) *with* the wonders of marine life

(6) He *put a bold face on* (acted boldly, as if there was nothing to be ashamed of) the matter and opposed the motion

(7) The thief, though caught in the very act, denied his guilt with *a brazen face* (great impudence)

(8) This is the man that has the *face* (impudence) to charge others with false citations

(9) A cube has six *faces* (surfaces)

(10) He fled from the *face* (presence) of God

(11) This is absurd on the very *face* of it (manifestly)

(12) They *faced* (verb, met for the purpose of opposing) the enemy in the field of battle

(13) This consideration gives some *face* (appearance of reason) to his proceedings

(14) We must *put a good face upon* (present it in a favourable light) it

(15) His argument *is on the face of it* (obviously) quite correct

II

FOOT

(1) The *foot* of the table

(2) The *foot* of a stocking

- (3) The *foot* (bottom) of a mountain or a column
- (4) Both horse and *foot* (infantry)
- (5) He crossed the stream *on foot* (by wading)
- (6) The proposal is *on foot* (in motion)
- (7) A subscription was *set on foot* (originated)
- (8) *To put the best foot forward* See p 145
- (9) There are people that will never turn their thoughts to God till they have *one foot in the grave* (have only a short time to live)
- (10) The other members in the Cabinet wished to rush the bill through but the Prime Minister *put his foot upon it* (stopped it)
- (11) He was *at my feet* (submissive)
- (12) How merrily the children *foot it* (kick) *it* (are dancing)
- (13) He was determined to *put his foot on the neck* of his enemy (crush or trample upon him)
- (14) He *paid his footing* (fees paid on first entering upon some business) with a view to work in a ship

III

HEAD

- (1) *To drag anything in by head and shoulders* See p 120
- (2) *Over head and ears in debt* See p 120
- (3) *To make head or tail of anything* See p 142
- (4) The *head* (uppermost, foremost and the most important part) of a cane, a nail, a mast, a sore
- (5) The *head* of a bed or a grave (the place where the head should go)
- (6) The *head* of an army, a church, a state a class (the most prominent or the most important member)
- (7) The *head* of the table (the place of honour)
- (8) Thirty thousand *head* of swine (each one among many, an individual)
- (9) He has a very good *head* (brain) for mathematics
- (10) The *head* (the source) of the Nile
- (11) The reservoir has a good *head* of water (quantity in reserve)
- (12) What are the principal *heads* (topics) of your Essay?
- (13) Matters have now come to a *head* (crisis)
- (14) She has a fine *head* of hair (beautiful and long hair)
- (15) He is *head and shoulders* (by far, much) above them *To drag one head and shoulders* (by force)

(16) He has given his horse *the head* (let go control) He has to long given his unruly passions *the head* (given license)

(17) He must have *a head on his shoulders* (is prudent) as is shown by his adoption of a profession which will enable him to earn a good living and at the same time to do good to suffering humanity

(18) He *took it into his head* (thought, conceived a sudden notion) to buy a valuable watch, even though he had not a penny in his pocket

(19) *To turn one's head* See p 150

(20) This is the *head and front* (the most important part) of his lecture

(21) He is clean *off his head* (is insane), otherwise he would not act thus

(22) He *made head* against (resisted, opposed) the difficulty

(23) He did it out of his own *head* (unaided by books)

PART II

Words followed by appropriate Prepositions explained
(where necessary) and illustrated

CHAPTER I

VERBS FOLLOWED BY APPROPRIATE PREPOSITIONS

Abide by—I will *abide by* (carry out) the contract I have made

Abound in, with—The book *abounds in* or *with* (is full of) mistakes Mistakes *abound in* the book.

N B—*In* is placed both before the container and the contained, while *with* is placed *only* before the contained

Absorb in—The student is *absorbed* (engrossed) *in* reading Shakespeare To be *absorbed in* grief, in business, &c

Abstain from—He *abstains from* liquors 'He *abstained from* food for five days

Accede to—He did not *accede to* (comply with) my request

Accept of—We must *accept* pardon *of* God We accept *a thing* *of a person*

Account for, to—Can you *account to me for* (explain) his mean conduct? We account *for a thing to a person*

- Accuse of**—The police *accused* him *of* theft We *accuse a person of a thing*
- Acquiesce in**—The measure has been *acquiesced in* (complied with) He *acquiesced in* (agree to) my opinion
- Acquit of**—The prisoner was *acquitted of* (released from) the charge Notice that *acquit* is also used reflexively —He *acquitted* (conducted) *himself* well or ill
- Addicted to**—He is *addicted to* vice It is now used only in a bad sense
- Admit of, to, into**—The words do not *admit of* (allow) such a construction The book you have written *admits of* (is capable of) great improvement still He was *admitted to* (allowed to have) a private audience of the king Ram is *admitted into* (granted entrance into) the C M S College
- Agree with, to**—I *agreed with* him I *agreed to* his proposal We *agree with a person* (concur), *to a proposal* (yield assent), *in an opinion, on or upon* a stipulation for settling differences We *agree in* his opinion A thirty years, truce was *agreed upon*, (*passive from more common*) *Agree with*—resemble This picture does not *agree with* the original
- Aim at**—When he said that, he *aimed at* (meant) me He *aimed at* the bird and fired but missed He eagerly *aimed at* (aspired to) distinction
- Alarmed at**—The child was *alarmed* (filled with fear) *at* the entrance of a stranger into the room
- Allude to**—The story *alludes to* (refers to) an event long past
- Amaze at**—They were *amazed at* his speech or his conduct
- Annoyed with, at**—He was *annoyed with* me He was *annoyed at* my conduct We are *annoyed with a person* but *at a thing*
- Answer to, for**—The man must *answer* (render an account) *to* his employer *for* the money entrusted to his care We *answer to a person for a thing*
- Apologise to for**—I must first *apologise to* you *for* being absent from the meeting I was invited to attend We *apologise to a person for a thing* ✓
- Appeal to, against**—They *appealed to* the Privy Council *against* the decision of the High Court We *appeal to a person, to one's kindness, pity, sense of justice, etc*
- Apply to, for**—He *applied to* the Post Master General *for* a post We *apply to a person for a thing*
- Apprise of**—The Lord Mayor will open a Relief Fund, as soon as he is *apprised* (informed) *of* famine in India

- Appropriate to, for**—You should not *appropriate* to yourself the property of another A spot of ground is *appropriated for* a garden To *appropriate* money *for* the increase of navy
- Approve of**—I do not *approve of* your going there His plan was not *approved of*
- Arrive at, in**—We *arrived at* the station just in time to catch the train They *arrived in* England They *arrived at* this conclusion
- Ascribe to**—If there is anything to be praised in this book, it must be *ascribed to* her and not to me
- Aspire to, after**—He *aspired to* the crown of England He *aspired after* immortality
- Assure of**—I *assured* him of his success He is *assured of* the fact
- Astonished at**—Daniel was *astonished at* the vision
- Atone for**—He has *atoned for* our sins
- Attend to**—*Attend* (listen) *to* my advice
- Attend upon**—A deputation *attend upon* (waited upon) the Lieutenant Governor
- Avail oneself of**—I wish to *avail myself of* this opportunity of writing to you
- Bear down**—At last he successfully *bore down* (crushed by force) his inveterate enemy
- Bear up**—Religion *bears up* (sustains) the mind under sufferings
- Bear up against**—We should *bear up against* (suffer patiently) our afflictions
- Bear with**—We must *bear with* (endure) the failings of our fellow men
- Bear off or away**—The boy *bore off* the first prize or *bore away* the palm
- Bear out**—Your conduct does not *bear out* (support) your words
- Bear upon**—The influence of the Commissioner was brought to *bear upon* the magistrate
- Bear of, for, from**—We must *beg pardon of* or *from* God We *beg for* a thing *of* or *from* a person To *beg for* bread, *for* money
- N B*—*For* and *from* may be used in the same sentence, but *for* and *of* cannot be so used, as, He begged *for* a loan *from* his friend, but he will beg *of* him to set him right with them When *of* is used after *beg*, the thing asked for is governed by *beg* in the obj case
- Bestow upon, on**—"Empire is *on* us *bestowed*"
- Betray to**—Judas *betrayed* Christ *to* the Jews

- Beware of**—*Beware of* the engine, *of* evil company, *of* evil speaking
- Blush at**—We *blush at* (from a sense of shame) Clive's forgery
- Blush for**—You ought to *blush for* your companions or *for* the vices of your companions
- N B*—To *blush at a thing, for a person or for some reason*
- Boast of**—He *boasts of* his learning or *of* his wealth
- Borrow of, from**—I *borrowed* Rs 10 *from* him He *borrowed* Rs 10 *of* me
- Brag of**—He always *brags of* (boasts of) his learning
- Brood over, on**—Why are you always *brooding over* (anxiously pondering) these things, *Brooding on* unprofitable gold
- Buy of, for, from, with**—I *bought* this book *of* Thacker Spink & Co, *for* Rs 5 We *bought* these articles *from* a respectable shop I must not buy my comfort *with* ill gotten money We *bye a thing of a person for the price, from a shop, with the means*
- Catch at**—He *catches at* (endeavours to seize eagerly) all opportunities of doing injuries to his opponents
- Cede to**—The people must *cede to* (yield to) the government some of their natural rights *To cede a province or country by treaty to another party*
- Cheat of**—He *cheated me of* Rs 10 We *cheat a person of a thing*
- Coalesce with**—The Jews were incapable of *coalescing with* (uniting with) other nations
- Combat with**—He had to *combat with* much opposition before he succeeded to accomplish his object
- Comment on**—*Comment on* (make your remarks on) the following statements
- Communicate to**—There will be no meeting on Tuesday Please *communicate* (inform) this *to* Mr L
- Communicate with**—The secretary of the association *communicated with* (corresponded with) one of the members
- Compare with**—(to notice the relative merit or value of—to (liken to)—*Compare* the religious views of Aurangzeb *with* those of Akbar The eloquence of Demosthenes has been *compared to a thunderbolt*
- Compete with for**—He had to *compete with* the best student of the University *for* the gold medal
- Complain of, to, against**—He *complained of* me *to* the teacher He *complains of* his gout I *complained against* him
- Comply with**—I am sorry I cannot *comply with* your request

Concur with, in—I quite *concur with* (agree with) you *in* what you propose

Condole with—We ought to *condole* (express grief) *with* our friends in their sorrow

Conduce to—A little walk every morning *conduces to* (tends to, good health

Confer upon—The Government has *conferred* this right *upon* (bestowed upon) the people We confer a *thing upon a person*

Confer with, about—They are *conferring with* one another (discussing) *about* this matter We confer *about a thing with a person*

Confide in to—The prince *confides in* (tells all his secrets to) his minister He is one *in* whom I can always *confide* (put faith) They took the property out of the hands of those *to* whom it was *confided* (entrusted) He *confided* the secret *to me*

Conform to—Every member of the Association must *conform to* (follow) this rule

Conform with—Our views of church government do not *conform with* (agree with) yours

Congratulate on, upon—I *congratulated him on* or *upon* his brilliant success in the last M A Examination

Connive or wink at—The pupils misbehaved but the teacher *connived* or *winked at* their misconduct (closed his eyes, of course intentionally, upon their faults)

Consist of—Water *consists of* (is composed of) oxygen and hydrogen

Consist in—The beauty of this poem *consists in* (lies in) thoughts and not *in* words

Convict of—The judge *convicted* the prisoner *of* theft

Convince of—I will not ask pardon unless you *convince me of* my fault

Cope with—He had to *cope with* (combat with) his bitterest enemies to gain his end "Host *coped with* host and dire was the dint of war"

Correspond with—I *correspond with* (write to) my friends

Correspond to—The one *corresponds to* (is exactly like) the other

Count upon, on—I *counted upon* (relied on) your sympathy I *counted on* your lending me 1000 rupees

Count for—Your voice will *count for* nothing (will be of no value)

Crave for after—The prisoner at the bar *craved* (begged) *for* mercy He *craves after* (longs for) fame

- Creep into**—I do not know how such an error *crept into* the book
- Cure of**—The medicine he gave me *cured me of* my gout
- Deal with**—He *dealt with* (treated) me very gently
- Deal in**—He *deals in* (traffics in) sugar
- Debar from**—The natives of this country are *debarred from* (excluded from) enjoying certain rights
- Decide on, upon, against**—I have *decided on* or *upon* the course of action I am going to take The court *decided against* the defendant
- Deduce from**—This corollary can be easily *deduced from* (inferred from) the above proposition
- Defraud of**—The servant *defrauded* the master *of* Rs 10 We *defraud a person of something*
- Deliberate upon**—The Commissioner *deliberated upon* the matter for three hours and came to no decision
- Depend upon**—Students, now a days, *depend* solely *upon* their teachers I *depend upon* your sense of justice
- Deprive of**—The king has *deprived* his subjects *of* certain benefits
- Desist from**—He never *desisted from* his bad practice
- Despair of**—Macbeth *despaired of* life •
- Devolve upon**—The whole duty now *devolves upon* (rests upon) me
- Die of**—He *died of* starvation
- Differ from**—These two persons or things *differ* entirely *from* each other (in certain character)
- Differ with**—I *differ with* the honourable gentlemen on this point (in certain views)
- Dilate upon**—I do not wish to *dilate upon* (enlarge upon) this subject any further
- Disappointed of**—(non-attainment of the desired object)—He was *disappointed of* getting the situation
- Disappointed in**—(frustration of hope)—He was *disappointed in* the result of his examination—he succeeded in the examination, but not so creditably as he expected he would (hence the frustration of hope) (*At* is also used here) When *at* is used, the meaning is, the *reason* for his disappointment was the nature of the result of his examination
- Discriminate between**—It is sometimes extremely difficult to *discriminate between* the innocent and the guilty
- Disgusted with**—I am *disgusted with* that man

Disgusted at, with—I am *disgusted with* the vanities of this world I was *disgusted at* his foppery

Dispense with—His services were *dispensed with* (were no longer required)

Dispose of—He *disposed of* (parted with) his house The case was *disposed of* (settled)

Dispose to—He is *disposed to* (inclined to) kindly feelings
Suspicious *dispose* kings *to* tyranny

Dispute with—I *dispute with* him on this point

Dissent from—I beg to *dissent from* your opinion The Dissenters are so called because they *dissented from* the Anglicans

Distracted with—At his mother's death, he was *distracted with* (overwhelmed with) grief

Divest of—*Divested of* (stript of) metaphor, the sentence stands thus

Dwell upon—He *dwelt* at great length *upon* this subject

Enamoured with, of—He is *enamoured with* the lady He *enamoured of* science

Encroach upon—I do not wish to *encroach upon* your valuable time

Endowed with—Man is *endowed by* his maker *with* reason

Enjoin upon—A parent *enjoins* (puts in injunction) *upon* his children the duty of obedience

Enlarge upon—I do not wish to *enlarge upon* (dwell upon) this subject any further

Enlist in—He was *enlisted in* the regular army

Enter upon, into—A merchant *enters upon* (takes upon himself, engages in) a risk He *entered upon* (began) office on the 1st January He *enters into* (takes part in) the plan Lead *enters into* (forms a constituent part) the composition of pewter I can fully *enter into* (sympathise with) your feelings

Entitle to—An officer's talents *entitle* him *to* command

Entrust with, to—I *enthused* my servant *with* my money or goods, or I *entrusted* money or goods *to* my servant ~~We entrusted a person with a thing~~ but we entrust ~~a thing to a person~~

Estrange from—I do not know what it is that has *estranged* him (alienated him) *from* me

Exact from—He *extorted* fees *from* his clients

Excel in—He *excelled in* mathematics, or the art of painting

Exchange for, with—A dollar *exchange for* ten dimes I *exchanged* horses *with* my neighbours We *exchange one thing for another* but we *exchange a thing with a person*

- Exclude from**—Any member breaking any rule will be *excluded from* all the privileges of the association
- Excuse from, for**—I *excused* (exempted from duty) him *from* coming Please *excuse* (pardon) me *for* not attending college to-day
- Exempt from**—He was *exempted from* military duty, or jury service or *from* fear or pain
- Exult at, in, over**—He is *exulting at* his triumph There are people that *exult in* human misery, there are others that *exult in* doing injury to their neighbours Do not *exult over* a fallen foe
- Feed on**—Cows *feed on* grass
- Feel for, in**—We should all *feel for* a person *in* his sorrow
- Fill in**—I have made the outline, you had better *fill it in* (insert the particulars required)
- Fill up**—*Fill up* the blanks in the following I *filled up* (appointed some one fit for) the situation
- Flushed with**—The Whigs were *flushed* (elated) *with* victory and prosperity
- Fly at, into**—The hound *flew at* (rushed on) the hare and tore her to pieces He *flew* (burst) *into* a great passion
- Furnished with**—I *furnished* him *with* all the information The room is *furnished with* beautiful chairs and tables
- Glance at, over**—He *glanced at* the gentleman standing at the door I will just *glance over* the paper and let you have it
- Glory in**—He *gloried in* his triumph
- Grapple with**—The Government must *grapple* (enter into contest with resolutely and courageously) *with* this great famine difficulty
- Grasp at**—Alexander *grasped at* (endeavoured to seize) universal empire
- Grieve at, for**—Do not *grieve at* or *for* this Do not *grieve for* me We always *grieve for* a person
- Grumble at**—We must not *grumble at* the fact that we have not more happiness
- Guard against**—Careful persons *guard against* mistakes or temptations
- Guess at**—Can you *guess at* (conjecture) his age?
- Hankar after**—He *hankers after* riches He *hankers after* the diversions of the town
- Hem in**—*Hemmed in* (surrounded by obstacles) by difficulties, I could not accomplish my objects

- Hesitate at**—He *hesitated at* this
- Hide from**—He tried to *hide* himself *from* his enemies in a secluded place
- Hinder from**—He *hindered* me *from* going to office
- Hinge on**—The whole question *hinges on* this point
- Hint at**—He *hinted at* (alluded to) my success
- Impart to**—The teacher *imparts* knowledge *to* his pupils
- Impend over**—Destruction *impends* (hangs over, threatens) *over* the heads of all
- Impose upon**—It is not difficult to *impose upon* (deceive) simple-minded people
- Impress on**—He *impressed* (fixed deeply, imprinted) these great truths *on* our minds
- Impute to**—Do not *impute* (ascribe, in a bad sense) the fault *to* him Very bad motives were *imputed to* him
- Incapacitate for or from**—Prolonged illness had *incapacitated* him *for* or *from* work.
- Inculcate on, upon**—He *inculcates* humility and forgiveness of injuries *upon* his followers (*i.e.*, teaches and enforces by frequent repetitions)
- Indulge in**—Do not *indulge in* unavailing sorrow
- Infer from**—Can you *infer* this conclusion *from* the two premises?
- Inflict on**—He *inflicted* severe punishment *on* the guilty
- Inform of against**—I *informed* him *of* his success Two of his neighbours *informed against* him (gave information of his violating some law) and he was arrested by the police at once
- Inquire into, of, about, for or after**—Have you *inquired into* the causes of this riot? He *inquired of* me *about* the subject Inquire *for* or *after* the right road
- Insist on**—I *insist on* this point lest you should misunderstand me I *insisted on* his going to school
- Inspire with**—His very presence *inspires* me *with* courage
- Instil into**—We must *instil* these truths *into* the minds of students when they are young
- Interfere with, in, between**—What right have you to *interfere with* me *in* this matter? Russia did not *interfere between* England and China.
- Intrench or trench on**—The king was charged with *intrenching* or *trenching on* (encroaching upon) the rights of the nobles
- Introduce to, into**—He *introduced* me *to* the President He

introduced many important facts *into* his book He introduced me *into* his parlour

Intrude on, into—He was annoyed with me because I *intruded on* his leisure hours I *intruded into* his house

Invest in, with They *invested* money *in* bank stock I do *invest* you jointly *with* my power

Involve in—He is deeply *involved in* debt *indebted*

Jest at—He *jests at* my miserv

Judge of—*Judge of* it according to its merits and not according to appearance

Jump to—He *jumped to* the conclusion all at once

Labour under—We *labour under* the disadvantage of not knowing the language

Lament for—Jeremiah *lamented for* Josiah

Languish for—He *languishes for* (pines for) home The war *languished* (was weakly carried on) *for* want of supplies

Laugh at to—Do not *laugh at* him Charles *laughed to* scorn his grandfather's theory of Divine Right

Lay before under—He *laid* his plans *before* the meeting He *laid us under* a debt of deep gratitude

Lead to—This road *leads to* the Eden Gardens

Level with, at—The army *levelled* those proud structures *with* the ground The mountaineers *levelled* their guns *at* (pointed to) their opponents

Listen to—He *listen to* the speaker with great attention

Lodge against, with, in—He *lodged* a complaint *against* his neighbour *with* the Deputy Magistrate or *in* the Court of the Deputy Magistrate

Long after, for—I *long after* thy precepts I have *longed for* thy salvation

Marry to—The father *married* his son *to* the daughter of a rich man The clergyman *married* the man *to* the woman

Marvel at—He *marvelled at* my story

Meddle with—Why do you *meddle with* my affairs?

Meditate upon—He *meditates upon* the law of the Lord

Menace with—He *menaced* me *with* death

Mourn for—There is no use *mourning for* the dead

Nibble at—Fishes *nibble at* (छेदना) the bait

Object to—He *objected to* my plans

Occur to—It did not *occur to* me

Offended with, against—He was *offended with* me for my disobedience We have *offended against* the Lord already

Officiate for, in—I *officiated for* him in the post for sometime

Overwhelm with—He is *overwhelmed with* grief

Part with, from—I cannot *part with* (afford to lose or give up) my favour to He *parted from* (took leave of) the Duke only a few hours before.

Partake of—He *partook of* the food provided for him

Pass from for, over, by—He *passed from* France to Germany He may *pass for* a wise man He cannot *pass over* (overlook) these passages without injury to truth I was *passing by* at the moment The Queen decorated the other privates but she *passed me by*

Persevere in—A learner *perseveres in* his studies

Persist in—He *persists in* (obstinately continues in his efforts to do something bad) his efforts

Pine for—He *pines for* home

Play at, on—He *played at* (contended in a game of) cricket He *plays* (performs) on the violin

Plot against—He *plotted against* the life of the king

Plunge into—He *plunged into* the river

Ponder over, on—I was *pondering over* that text They stood *pondering on* the strangeness of this adventure

Prepare for, against—The king *prepared ships for* defence, or *against* the war

Preside at, over—He *presided at* (acted as the president of) the meeting He *presided over* (exercised superintendence over) the college

Pretend to—He *pretends to* omnipotence

Prevail with, on or upon—He *prevailed with* (persuaded) me to go there Portia could not be *prevailed upon* (persuaded) to accept the money

Prevail against, over—His avice *prevailed over* or, *against* (overcome) his sense of justice

Prevent from—He *prevented from* doing this

Proceed from, with, against—Light *proceeds from* the sun He *proceeded with* business I *proceeded against* him in the law Court

Prohibit from—God *prohibited* Adam *from* eating the fruit of a particular tree

Protect from—Warm clothes protect us *from* cold

Protest against—He *protested against* this resolution

Provide for, against—You must *provide for* the education of your children He *provided against* the inclemency of the weather.

Provoke to—Do not *provoke* children *to* anger

Pry into—He tried to *pry into* the secrets of the State

Quarrel with, over or about—The two boys are *quarrelling with* each other *over or about* the marble

Rebel against—the subjects *rebelled against* their king

Reckon on—The tribe of the Macdonalds still *reckoned on* (depended on) their common descent from the Lord of the Isles

Reckon with—After a long time, the lord of those servants came and *reckoned with* (settled accounts) them

Recompense for—They *recompensed* him richly *for* his valuable services

Reconcile to, with—God's mercy *reconciles us to* our lot We must be *reconciled with* God We are *reconciled to* a thing but *with a person*

Recover from—We are glad to hear that Mr B has *recovered from* his serious illness

Refer to—When he spoke last time, he *referred to* the Armenian massacre

Reflect on—The way you have dealt with the subject *reflects credit on* you (trans) He *reflected* (cast reproach) *on* my character in a public meeting (intrans) If you *reflect* (think) *on* the condition of your family, you will find what a miserable pass you have brought it to

Refrain from—*Refrain from* these men and let them alone I *refrain from* expressing any opinion on the subject

Rejoice at, in—We *rejoiced at* his surpassing all the others in the Civil Service Examination *Rejoice in* the Lord

Relieve of, from—He comforted him and *relieved* his mind of the burden of sorrow We have come to *relieve you from* your duty

Rely on—Do not *rely on* me, I shall not be able to do anything for you

Remind of—Please *remind me of* this to-morrow

Render into—*Render* (translate) the following passage *into* Sanskrit

Repent of—*Repent of* your sins

Reply to—He did not *reply to* my last letter

Require of—You *require of* us answers which it is beyond our power to give

- Resolve on**—They *resolved on* murdering him first and then throwing him into the river
- Rest with, on**—It *rests with* (be in one's power) me to decide
Your success *rests on* (depends on) exertions
- Result from, in**—Peace naturally *results from* (cause) a good and holy life The measure will *result in* (effect) good or *in* evil
- Retaliate on**—He *retaliated on* his enemies
- Revenge on**—*Revenge* yourselves on Cassius alone
- Revolt against**—The subjects *revolted against* the king
- Rob of**—He *robbed* me of ten rupees We *rob* a person of some thing The preposition is used before the thing and not before the person
- Search for, into**—They *searched for* Lucy the whole night We *searched into* (examined) all the particular
- Send for**—He is very ill, just *send for* the doctor
- Sentence to**—The judge *sentenced* him to death
- Shudder at**—He *shuddered at* the very thought of murder
- Side with**—England *sided with* Holland against France
- Snap at**—A dog *snaps at* (tries to bite) a passenger A fish *snaps at* (tries to seize) the bait
- Stare at, in**—Why do you *stare at* me? Starvation *stared* them in the face
- Start for**—We shall *start for* Delhi to-morrow
- Stoop to**—How *stooped* he to such flattery, I cannot say
- Strip of**—The dacoits *stripped* the traveller of his clothes and robbed him of his money
- Struggle against**—We have to *struggle against* many difficulties in life
- Subjects to**—Is it fair to *subject* (expose) him to the ridicule of the public?
- Submit to**—I *submitted* to him as my superior
- Subscribe to**—I will not *subscribe to* your paper any more
- Subsist on**—Some animals *subsist on* vegetables only
- Succumb to**—He was suffering from a malignant carbuncle and eventually *succumbed to* it
- Sue for**—The French *sued for* a treaty
- Supply to, with**—I *supplied* lemonade to them I *supplied* them with lemonade We supply a thing to a person but we supply a person with a thing
- Surrender to**—Our first duty is to *surrender to* the will of God-

- Sympathise with, in**—I *sympathised with* him in his troubles
We *sympathise with* a person in something
- Talk of, about, over, to or with**—He *talked of* wonderful events last night I have *talked to* him about it We have *talked over* the subject discussed We gain by *talking* (conversing) *with* intelligent men
- Think of, over**—*Think of* me. *Think over* (consider) this matter and let me know your decision to-morrow.
- Touch at, upon**—The ship *touched at* Lisbon He *touched upon* the subject of widow-marriage
- Trade with, in**—China *trades with* India in tea
- Trample on**—"Rome for empire far renowned, *Tramples on* a thousand states'
- Trench upon**—See intrench
- Trespass against, on or in**—"Forgive us our trespasses as we forgive them that *trespass against* us" He *trespassed upon* my time or patience He *trespassed in* my fields
- Trifle with**—Do not *trifle with* your sins It is wrong to *trifle with* a woman's affections The matter is not to be *trifled with*
- Triumph over**—He *triumphed over* time and death
- Trust in, to, with**—*Trust in* God The general *trusts in* his cavalry Merchants *trust* their customers *with* goods to the value of millions
- Urge on**—He *urged* the necessity of the case *on* me
- Venture upon**—It is rash to *venture upon* (dare to engage in) such a project
- Vie with**—Boys *vie with* one another to win the first prize
- Wait for, on or upon**—I *waited for* you A deputation *waited on* (attended on) the Lieutenant-Governor
- Warn of, against**—I *warned* him of the coming fight I *warned* him *against* those bad companions
- Wink at**—See Connive
- Wrestle with**—Jacob *wrestled with* the angel of God
- Yearn for, after**—My soul *yearns for* or *after* God
- Yield to**—In all things we must *yield to* God's will
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CHAPTER II.

ADJECTIVES AND PAST PARTICIPLES FOLLOWED
BY PREPOSITIONS

Abhorrent to—She would not have undertaken a deed so *abhorrent* to her sex

Acceptable to—We must always try to do what is *acceptable* to God

Accomplished in—She is *accomplished* in music or painting

Accurate in—He is *accurate* in his accounts

Accustomed to—We are *accustomed* to hard labour

Acquainted with—I am not *acquainted* with him I am not *acquainted* with the works of Burke

Adequate to—He did not give me money *adequate* to my wants

Adverse to—He holds opinions *adverse* to mine

Afflicted with—He is *afflicted* with gout

Afraid of—He is very much *afraid* of me

Aghast at—He stood *aghast* at the sight of his father's corpse

Agreeable to—This fruit is *agreeable* to my taste He is not *agreeable* to our proposal

Akin to—Your subject is *akin* to mine His nature is *akin* to his brother's

Alarmed at—He was *alarmed* at hearing that the enemy was near

Alive to, with—He is perfectly *alive* to (conscious of) the consequences of his action The trees were *alive* (filled) with troops of monkeys

Ambitious of—He is *ambitious* of learning

Analogous to—This proposition is *analogous* to the previous one

Angry at, with—Be not *angry* with me Why should you be so *angry* at this proposal? We are angry *with* a person but *at* a thing

Anxious for, about—I am *anxious* for him *about* his health

Applicable to—But this is not *applicable* to your case

Appropriate to—Insert prepositions *appropriate* to the following verbs

Assessed at—My house is *assessed* at Rs 235 a year

Averse to—He is *averse* to active pursuits of life

- Aware of**—I was not *aware of* these facts
- Backward in**—He is *backward in* English
- Bare of**—The top of the mountain was *bare of* trees
- Bent on**—She is *bent on* marrying William
- Bereft of**—He is *bereft of* his children
- Beset with**—Thy path was *beset with* (full of) dangers
- Bigoted in**—He is *bigoted in* his religious views
- Blind of, to**—The stag was *blind* (not having sight) *of* one eye
You are *blind to* (incapable of seeing) your errors
- Born of**—She was *born of* good parents
- Bound for**—The ship is *bound for* Italy
- Busy, at, with**—He is always *busy at* work I found him *busy with* his books
- Careful of**—He is very *careful of* his English
- Careless of, about**—She is very *careless of* or *about* her clothes
- Cautious of**—He is very *cautious of* what he says
- Celebrated for**—He is *celebrated for* his learning
- Certain of**—They were *certain of* victory
- Clear of**—The king was *clear of* offence to his subjects
- Clothed in, with**—The rich man was *clothed in* fine purple He was *clothed with* power or authority
- Compatible with**—This statement is not *compatible with* (consistent with) your former statements
- Competent for**—You are 'the most *competent* (fit) person *for* this work
- Condemned to**—This prisoner is *condemned to* death
- Conducive to**—A little walk is *conducive to* health This measure will be *conducive to* the good of our country
- Confident of**—They were *confident of* victory
- Confirmatory of**—These facts are *confirmatory of* my views on the subject
- Congenial to**—The climate of Italy is *congenial* (suited) *to* me
This is not *congenial to* (akin to my tastes)
- Conscious of**—He is *conscious of* his strength
- Consequent on or upon**—The disaffection of the subject was *consequent on* or *upon* the arbitrary measure of the sovereign
- Consistent with**—Your acts must be *consistent with* your words
- Contrary to**—He did it *contrary to* my wishes

- Conversant with, about**—He is thoroughly *conversant with* (versed in) the Hindu Shastras, or all the dialects Science is *conversant about* (has relation to) speculative knowledge only.
- Correct in**—You are quite *correct* in your estimation of that person.
- Covetous of**—He was *covetous of* gold.
- Deaf to**—He was *deaf to* my requests
- Deficient in**—He is very *deficient in* mathematics
- Deluged with**—The battle-field was *deluged with* blood
- Derogatory to**—This will be *derogatory to* (injurious to) my dignity
- Descriptive of**—Write an essay *descriptive of* the sanitary condition of Calcutta
- Desirous of**—He is *desirous of* fame
- Destined for, to**—The Calvinists say that certain persons are *destined for* eternal happiness or misery *Destined to* eternal woe We say *destined for* the bar
- Destitute of**—Most of these famine stricken people are *destitute of* money, clothes, &c
- Detrimental to**—This course of action will be *detrimental to* (prejudicial to) the interests of the University
- Devoid of**—You are *devoid of* all common sense
- Different from**—Your supposition is *different from* mine
- Diffident of**—(Opposed to confident) They were *diffident of* victory He is *diffident of* success
- Diligent in**—He is *diligent in* his studies
- Distinct from**—This object is *distinct from* that
- Due to**—It is *due to* madness
- Dull of**—Their ears are *dull of* hearing
- Eager for**—He is *eager for* knowledge
- Economical of**—He is very *economical of* his time
- Eligible for, to**—Anyone who pays 2 annas a month is *eligible for* membership *Eligible to* office
- Eminent for**—He is *eminent for* his poetical gifts or *for* his learning
- Emulous of**—We are *emulous of* (desirous of equalling or excelling another) another's example or virtues
- Engraved upon**—Your words will remain *engraved upon* the tablets of our hearts
- Entangled in**—He is *entangled in* the conspiracy
- Entitled to**—Every M. A. is *entitled to* a high place

- Enveloped in**—The whole subject is *enveloped in* mystery
- Envious of**—He is *envious of* other's happiness
- Equal to**—This angle is *equal to* that
- Essential to**—Piety is *essential to* Christian character
- Even with**—He is *even with* his rival in every respect
- Exclusive of**—He realized Rs 200 from that book *exclusive of* commission
- Exhausted with**—He is *exhausted with* hard work
- Exposed to**—We are *exposed to* various trials or temptations or dangers
- Familiar with, to**—I am *familiar with* this book This process is quite *familiar to* me
- Fatal to**—This disease will prove *fatal to* him
- Favourable to, for**—This attempt will be *favourable to* my case
The present state of weather is *favourable for* the cultivation of pulses
- Fond of**—He is very *fond of* his younger child
- Foreign to**—This is *foreign to* our purpose
- Founded upon**—The whole story is *founded upon* truth
- Free from, of**—He is *free from* the charge of bribery These books were sent to me *free of* all cost
- Fruitful in, of**—We saw *fruitful in* expedients or *in* crimes "A point *fruitful of* embarrassments"
- Full of**—*Full of* sorrow or joy, &c
- Gifted with**—He is *gifted with* a wonderful memory
- Glad of, at**—You have got that appointment, I am so *glad of* it I am *glad at* your having that appointment
- Greedy of, after**—He is *greedy of* money He is *greedy after* fame A lion is *greedy of* his prey.
- Guilty of**—He is *guilty of* theft
- Heedless of**—"Other Romans shall arise, *Heedless of* a soldier's name"
- Honest in**—The English, as a nation, are *honest in* their commercial relations
- Hopeful of**—They are not at all *hopeful of* victory
- Hostile to**—The two nations are *hostile to* each other
- Hurtful to**—Do not say things *hurtful to* one's feelings
- Ignorant of**—I was kept *ignorant of* the whole matter.

Ill of, with—I am *ill of* or *with* ever

Imbued with—Minds *imbued with* good principles

Impelled by—*Impelled by* the Law we had to do it

Imperative upon—It is *imperative upon* us all that we should obey God, & *e*, we are bound, &c

Impertinent to—You were *impertinent to* your father

Implicated in—He was *implicated in* the conspiracy

Inclusive of—It cost me Rs 3 *inclusive of* postage

Incumbent upon—It is *incumbent upon* us all that we should never tell a lie & *e*, it is laid upon us a duty, &c

Indebted to—We are *indebted to* our teachers

Independent of—The students must try to learn their lesson *independent of* assistance from their teachers

Indifferent to—He seems to be quite *indifferent to* my request or prayers

Indignant with, at—He is *indignant with* Hari God is *indignant at* sinfulness

Indispensible to—The protection of religion is *indispensible to* all governments, & *e*, it is impossible for any government to omit, &c

Indulgent to—He is very *indulgent to* his children

Infected with—Bombay is *infected with* the Bubonic Plague

Infested with—The sea is *infested with* pirates

Inherent in—Goodness is *inherent* (inborn) *in* his nature

Inimical to—This war is *inimical to* the country

Instrumental in, to—He was *instrumental in* saving the life of his friend The hand is more *instrumental to* the mouth

Intent upon—He is *intent upon* accomplishing this project

Intimate with—The two boys seem to be very *intimate with* each other

Intoxicated with—He is *intoxicated with* wine

Inured to—He is *inured to* (accustomed to) hard labour

Irrelevant to—Your remarks are quite *irrelevant to* (have nothing to do with) the subject under discussion

Jealous of—Why are you *jealous of* another's success?

Lame of—He is *lame of* one leg

Lavish of—He is *lavish of* money We also say *lavish of* praise, censure, blood, &c

Lax in—He is *lax in* (not strict) his principles of discipline

- Liable to, for**—You are *liable to* punishment *for* your crime
- Material to**—I shall lay down such rules as are *material to* our present purpose
- Mindful of**—You had better be *mindful of* your own business
- Moved with, at**—He was *moved with* compassion *at* the sight of the multitude
- Natural to**—Kindness is *natural to* him
- Needful for**—All things *needful for* defence abound Money is *needful for* our wants
- Neglectful of**—He is *neglectful of* his old parents
- Negligent in**—He is *negligent in* his studies
- Notorious for**—He is *notorious for* defaming people
- Obedient to**—Be *obedient to* your teachers
- Obliged to**—He is much *obliged to* me
- Obnoxious to**—Bad smell is *obnoxious* (harmful) *to* our health
- Odious to**—His conduct is *odious* (harmful) *to* his friends
- Offensive to**—Do not say words *offensive to* any person
- Open to**—Your statement is *open to* question
- Parallel to**—The two lines are *parallel to* each other
- Paramount to**—This government seems to be *paramount to* (superior to) all other governments
- Partial to**—A teacher is never *partial to* any particular student
- Peculiar to**—This custom is *peculiar to* the Jews only
- Penitent for**—We must be *penitent for* our sins
- Polite to, in**—He is very *polite to* me, He is *polite in* his manners
- Popular with, for**—He is very *popular with* his students *for* his sociableness
- Precious to**—She is very *precious to* me Dr Philips was very *precious to* our children
- Precluded from**—*Precluded from* the hope of convicting his opponent, he ceased correspondence
- Prefixed to**—Your signature must be *prefixed to* the document
- Prejudicial to**—His going away the next morning, with all his troops was most *prejudicial to* (hurtful to) the king's affairs
- Preliminary to**—We say *preliminary* observations *to* a book or *preliminary* articles *to* a treaty
- Preparatory to**—This class is *preparatory to* the Entrance
- Previous to**—I knew this *previous to* your telling me of it

Privy to—Are you *privy to* his secrets? He is *privy to* the plot

Prodigal of—He is *prodigal of* his expenses

Proficient in—He is *proficient in* literature

Prone to—We say *prone to* evil, strife, idleness, intemperance, change, deny the truth, &c

Proud of—He is *proud of* his son

Qualified for—He is not *qualified for* this post

Quick at—He is not *quick at* factoring

Ready for, with—I am *ready for* the meeting He was *ready with* his questions

Reckless of—He was extremely *reckless of* truth

Respectful to—A son must be *respectful to* his parents

Responsible to, for—We are *responsible to* God *for* our actions

Sanguine of, about, in—I am not *sanguine of or about* (hopeful of) my success He was *sanguine in* his expectations of a better state of things

Secure from, against—*Secure from or against* danger

Sensitive to—She was very *sensitive to* abuse and calumny

Short of—We are *short of* funds or provisions Nothing *short of* invasion will rouse them to war

Similar to—Your process is *similar to* mine

Slow of—*Slow of* speech, *slow of* tongue

Subordinate to—This sentence is *subordinate to* the principal sentence He is *subordinate to* me

Subsequent to—This happened *subsequent to* his arrival here

Sufficient for—Rs 200 will be quite *sufficient for* our wants

Suited to—His speech was *suited to* the occasion

Suitable to—We must use language *suitable to* the subject

Susceptible of, to—This sentence is *susceptible of* (admits of) various meanings He was *susceptible to* her gentle influence

Synonymous with—Habit is *synonymous with* custom

Temperate in—He is *temperate in* his habits

Tired of, with—I am *tired of* (have my patience worn out) inaction The king was *tired* (fatigued) *with* his journey

Transported with—No minstrel feels *transported with* joy for him

Veiled in—The landscape before us was *veiled in* darkness

Versed in—He is well *versed in* the Shastras

Void of—He is *void of* all common sense or learning, or wisdom

Wearv of—He is *wearv* of life

Worthy of—He is *worthy* of respect

Zealous for—He is *zealous* for the salvation of souls

CHAPTER III

NOUNS FOLLOWED BY PREPOSITIONS

Abhorrence of—Our *abhorrence* of sin ought to be very great

Abundance of—We have an *abundance* of crops this year

Access to—We thank God that we have *access* to Him

Accordance with—In *accordance* with your request wrote the letter

Admission to, into—He wanted *admission* to a prisoner in the jail He wanted a ticket for *admission* into the Circus

Alliance with—He contracted a matrimonial *alliance* with them

Ambition for—Her *ambition* for learning is very great

Antidote to or against—This medicine is an *antidote* to or against Cholera

Appetite for—I have no *appetite* for food to day

Attendance at—He obtained a prize for his regular *attendance* at school

Capacity for—He has a great *capacity* for retaining things in memory

Complaint against, about—He made a *complaint* against me to the teacher, The *complaint* about the sanitary condition of Calcutta is just

Doubt of—He had a great *doubt* of my honesty I have a great *doubt* of his success this time

Envy of, to, at—They did this in *envy* of Caesar or in *envy* to his genius Do not *envy* (v) at one's success

Fondness for, of—He has still some *fondness* for me The *fondness* of a mother

Martyr to—He is a *martyr* to religion, to the cross, &c

Necessity of, for—Some people say that there is no *necessity* of religion We say *necessity* of food Is there any *necessity* for more persons? *Necessity* for salvation

Need of, for—Our *need* of God and God's *need* of us Their *need* for food now is very great

- Passion for**—He had a great *passion* for drinking We say *passion* for gambling, money making, racing, &c
- Predilection for**—He has a great *predilection* (previous liking) for literature
- Prejudice against**—Do not think that I have any *prejudice* against you
- Pride in**—He takes a great *pride* in his learning
- Respect for, of**—I have no *respect* for him In *respect* of this matter In *respect* of this person
- Result of**—Has the *result* of the Matriculation Examination come out?
- Victims of, to**—Many persons died as *victims* of Cholera We say *victims* to jealousy, lust or ambition

PART III

CHAPTER I

SEQUENCE OF TENSES

Q 1 What is meant by a *Principal* and a *Dependent* sentence ?

A 1 Of the two sentences joined together by some *relative pronoun*, *conjunction*, *adverb*, *interrogative words*, or by some *subordinating conjunction* the one that contains the principal subject of the speaker's assertion, is called the *Principal*, and the other the *Dependent* sentence, *e.g.*, I know *that* he is a great statesman, I wonder *how* he solved the problem I will punish you *because* you have disobeyed me In the three examples "*I know*," "*I wonder*" and "*I will punish you*," are principal sentences, because they contain the principal statement, *i.e.*, the principal subject of the speaker's assertion

Q 2 State the *principal rules* for the *Sequence of Tenses* and illustrate them by examples

A 2 Rule I If the verb in the *Principal* sentence be in the *present* or *future* tense, the verb of the *Dependent* sentence may be *present*, *past* or *future* according to the meaning The present tense here includes also the *present perfect*, the *present continuous* and the *present perfect continuous* Similarly the future tense includes the *future perfect*, the *future continuous* and the *future perfect continuous*

I know

{	that he <i>loves</i> me „ „ <i>has loved</i> me „ „ <i>loved</i> me „ „ <i>had loved</i> me „ „ <i>will love</i> me „ „ <i>will have loved</i> me
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I shall tell you .	{	what he <i>thinks</i> of it
		" " <i>has thought</i> of it
		" " <i>thought</i> of it
		" " <i>had thought</i> of it
		" " <i>will think</i> of it
I have learnt	{	how you <i>work</i> out this sum
		" " <i>have worked</i> out this sum
		" " <i>worked</i> out this sum
		" " <i>had worked</i> out this sum
		" " <i>will work</i> out this sum
		" " <i>will have worked</i> out this sum

Rule II If the verb in the principal sentence be in the *past tense* the verb in the dependent sentence **must be** in the *past* also. The past tense here includes the *past perfect*, the *past continuous* and the *past perfect continuous*. **This rule is very important**

He told me	{	that he <i>went</i> there
		" " <i>had gone</i> there
		" " <i>would go</i> there
		" " <i>would have gone</i> there
He had found out...	{	how he <i>did</i> it
		" " <i>had done</i> it
		" " <i>would do</i> it
		" " <i>would have done</i> it.

Q 3 Are there any **exceptions** to the above rule? Mention if any

A 3 (a) When the Dependent sentence states *an universal truth* or an *habitual fact* or *condition*, the verb is always in the present tense, whatever be the tense of the verb in the Principal sentence, *e g*, He did not know that water *consists* of oxygen and hydrogen. He remembered that honesty *is* the best policy. I was astonished to learn that he *is* in the habit of drinking

(b) *Should* is used in the Dependent sentence even when the verb in the Principal sentence is in the present tense, *e g* It *is* sad that such honesty *should* go unrewarded

NB—This is only an apparent exception, as *should go* is in the form of the future subjunctive and is therefore properly used after *is*, for the present tense may take any tense after it

(c) The second rule does not always hold in comparative sentences; as, Ram *was* more diligent than his brother *is*.

(d) Subordinate adjective sentences do not always follow the second rule. They may have *any* tense in them according to the sense, even though the principal sentence has the past tense, *e g*, Those books that *are* on the table *were* purchased yesterday. Those

men that *are* now old *were* at one time young Those soldiers,
 that *will march* to morrow *arrived* here yesterday

CHAPTER II

DIRECT AND INDIRECT SPEECH

REPORTED ASSERTIVE SENTENCES

Q 1 What are the two general methods followed in *reporting a speech* ?

A 1 (1) We may give the exact words used by the speaker, or (2) We may give in our own words the substance or meaning of the words used by the speaker. The first is called *Direct Narration*, the second *Indirect Narration*.

Q 2 Give the fundamental rules followed in changing the Direct Speech into the Indirect and illustrate each by examples

A 2 (1) In *Direct Speech* the exact words used by the speaker are marked off by inverted commas, in *Indirect Speech*, these signs of quotation are not used, e.g., Hari says "I am going" (direct), but, Hari says that he is going (indirect)

(2) The conjunction *that* is generally used before the Indirect Speech, e.g.

Direct—Hari says "I am going"

Indirect—Hari says *that* he is going

NB—*That* does not introduce reported interrogations, commands or requests. In optative sentences, *that* often introduces the reported speech

(3) If the verb used by the reporter to introduce the reported speech be in the *present* or the *futuric* tense, the tense of the verb in the reported speech is *not* changed, e.g.

Direct—Hari says "I do not *know* him"

Indirect—Hari says *that* he *does not know* him

Direct—Hari *will* say "I *do not know* him"

Indirect—Hari *will* say *that* he *does not know* him

(4) But if the verb used by the reporter to introduce the reported speech is in the *past* tense, the tense of the verb in the reported speech *must be in the past*, e.g.

Direct—Hari *said* "I *do not know* him"

Indirect—Hari *said* *that* he *did not know* him. See Rule II. Sequence of Tenses, p 177

(5) If the reporting verb be in the *past* tense and the verb in

the Direct Speech be *present perfect*, the present perfect is changed into the *past perfect*, e.g.

Direct—Hari said "I *have* not *got* the book."

Indirect—Hari said that he *had* not *got* the book.

(6) The persons of the pronouns in the Direct Speech should be so changed in the Indirect, that they must correspond to the persons of the individuals with reference to whom the Direct Speech is made. Here the italicised words refer to one and the same persons, e.g.

Direct—Hari said "I am innocent."

Indirect—Hari said that *he* (Hari) was innocent.

Direct—Hari said to *him* (Lalit) "you are innocent."

Indirect—Hari said to (or told) *him* that *he* (Lalit) was innocent.

Direct—Hari said to *me*, "You are innocent."

Indirect—Hari said to (or told) *me* that *I* was innocent.

Direct—You said "I am innocent."

Indirect—You said that *you* were innocent.

Direct—You said to me (or him) "I am innocent."

Indirect—You said to (or told) me (or him) that *you* were innocent.

Direct—I said to him "I am innocent."

Indirect—I said to (or told) him that *I* was innocent.

Direct—I said to *him* "You are innocent."

Indirect—I said to (or told) *him* that *he* was innocent.

(7) But no change of person is necessary when the reported speech is addressed to the person to whom it was originally addressed, e.g.

Direct—I said to *you* "You are innocent."

Indirect—I said to (or told) *you* that *you* were innocent.

Direct—He said to *you* "you are innocent."

Indirect—He said to (or told) *you* that *you* were innocent.

(8) If the time and place mentioned in the original speech are different from those when and where the speech is reported in the *indirect* form, or if the things mentioned in the original speech are not present when the report is made, we should change—

<i>Now</i>	into	<i>then</i>
<i>Thus and these</i>	"	<i>that and those</i>
<i>Come</i>	"	<i>go</i>
<i>Here, hence</i>	"	<i>there, thence</i>
<i>To day or this day</i>	"	<i>that day</i>

<i>To night</i>	„	<i>that night</i>
<i>To morrow</i>	„	<i>the next or following day</i>
<i>Yesterday</i>	„	<i>the previous day</i>
<i>Last night</i>	„	<i>the previous night</i>
<i>Next week</i>	„	<i>the following week</i>
<i>Just</i>	„	<i>then</i>

e g *Direct*—Hari said “I cannot give you *this* book *now* ? please come here to *to morrow* morning ”

Indirect—Hari said that he could not give him *that* book *then* but requested him to *go there the next* morning

Direct—Lucy said, “*To night* will be a stormy night ”

Indirect—Lucy said that *that night* would be a stormy night

Direct—I asked, “Had you fever *last night* ?”

Indirect—I asked if he had fever *the previous night*

Direct—Lucy said, ‘The minister clock has *just* struck two ”

Indirect—Lucy said that the minister-clock had *then* struck two

Direct—I asked, “Did you see him *yesterday* ?”

Indirect—I asked whether he *had seen (saw)* him *the previous day*

(9) But if the objects mentioned in the original speech are *present at the timewhen* the report is made, or if the report is at the place where the original speech was made, or if the report is made at the time when the original speech was made, these words remain unchanged

Direct—The teacher said, “This word is *now* obsolete ”

Indirect—The teacher said *that* that word was *now* obsolete

Direct—The teacher asked him “Were you present *yesterday*?”

Indirect—The teacher asked him if he were present *yesterday*

Direct—Hari said “*This* is my slate ”

Indirect—Hari said that *this* (pointing to the slate) was his slate

(10) If the Direct Speech states *an universal truth* or what is true at all times, no change is necessary

Direct—Hari said “Man is mortal.”

Indirect—Hari said that man is mortal

Direct—The teacher said “There are three numbers in Sanskrit ”

Indirect—The teacher said that there are three numbers in Sanskrit

REPORTED INTERROGATIONS

(11) In reporting interrogative sentences *indirectly*, some verb expressing interrogation (*e g* ask, enquire, demand, &c) must be

used to introduce the reported speech and some conjunctive adverb expressing interrogation (e.g. why, where, whether, how, etc.) must, if necessary, be inserted after the introductory verb. The student must also notice that in reporting interrogations *indirectly*, the natural order, *viz.*, *subject followed by predicate* is observed.

Direct—Hari said to him "Where are you going?"

Indirect—Hari asked him where he was going.

Direct—Hari said to me "Have your guests arrived?"

Indirect—Hari asked me *whether* or *if* my guests had arrived (When the answer is simply *yes* or *no*, always insert *whether* or *if* after the reporting verb)

Direct—Hari said to him "What is the matter there?"

Indirect—Hari enquired of him what the matter there was.

Direct—She said to him "What do you mean by this that you come home drunk every night?"

Indirect—She demanded of him what he meant by coming home drunk every night.

REPORTED COMMANDS OR REQUESTS

(12) In reporting *commands*, *requests*, *advice*, *instruction*, etc. *indirectly*, the narrator must introduce the reported speech by some verbs expressing *command* (e.g. *tell*, *order* or *command*), *request*, *advice*, etc., (e.g. *ask*, *request*, *advise*, *instruct*, *entreat*, *beg*, etc.) and the *imperative mood must be changed into the infinitive*.

Direct—He said to me "Do not disturb me."

Indirect—He told me not to disturb him.

Direct—He said to me "Go and bring the book."

Indirect—He ordered me to go and bring the book.

Direct—I said to him "Please, move a little."

Indirect—I requested him to move a little.

Direct—Nalini said to Chandra, "Go to Calcutta and accept the post offered to you."

Indirect—Nalini advised Chandra to go to Calcutta and accept the post offered to him.

REPORTED OPTATIVE SENTENCES

(13) In optative sentences (denoting prayer or wish) the narrator must use some such word as *pray* or *wish* to introduce the *indirectly* reported speech and turn the optative sentence into an assertion.

Direct—He said to me "May God bless you."

Indirect—He *prayed* that God might bless me

Direct—I said to him "May you be happy"

Indirect—I *prayed* that he might be happy

Direct—He said to me "I wish you all success"

Indirect—He *wished* me all success

REPORTED EXCLAMATIONS

(14) In reporting exclamatory sentences, *indirectly*, the narrator, in order to introduce the reported speech, must use some verb which denotes exclamation (e.g. *exclaim* or *cry out*), or introduce, if necessary, new words to express the full force of the exclamations. *Interjections* or *interjectional phrases* and *vocatives* in the Direct Speech must be entirely left out in the indirect

Direct—He said, "Alas ! she is gone "

Indirect—He *exclaimed* that she was gone

Direct—Manoah said, "O ! all my hope is defeated to free him hence ?"

Indirect—Manoah *cried out* that all his hope was defeated to free him hence

Direct—He said, "Good heavens ! well ! he is an extraordinary man ?"

Indirect—He *exclaimed* that he was an extraordinary man

Direct—Cowper said "O ! that those lips had language "

Indirect—Cowper *exclaimed* that he *wished* that those lips had language (*O* signifies wish here)

Direct—Lucy said "That, father, I will gladly do "

Indirect—Lucy *replied* that she would gladly do that

N B—The student is requested to notice the following cases very carefully

Direct—He said "We are all sinners "

Indirect—He said that *we* are all sinners Here *we* is not changed because it means *mankind*

Direct—The Statesman says "We are glad &c "

Indirect—The Statesman says that it is glad &c

N B—The editorial *we* is changed into *it*

Direct—He said to me, "Good morning, how are you ?"

Indirect—He *bade* (or *wished*) me good morning and asked me, how I was

Direct—"Shame on thee," cries he "for a fool "

Indirect—He *cried shame* on him for a fool

Direct—The prisoner said “*My Lord*, have mercy upon me ”

Indirect—The prisoner urged on the judge to have mercy upon him

Direct—“ So hollo, my lord duke,” he cried

“ What taketh thee abroad in this guise ”

Indirect—He cried out and asked my lord duke what took him abroad in that guise

Direct—“ Up, up, my lord duke ! Open, open, where art thou duke William ? Wherefore dost thou sleep ? Flee, or thou art a dead man Up, up, I say ”

Indirect—He exhorted my lord duke William to get up and to open the door He hurried to find him out and then asked him (my lord duke) not to sleep any longer but to flee, for otherwise he would be a dead man

N B—The expression *my lord* remains unchanged because it is to be used both by the original speaker and the reporter

Q 3 Turn the following dialogue into the indirect form —

“ I wish I were a king’s son ” cried a poor boy as he sat on some straw in his wretched home

“ Why do you wish that, my boy ? ” asked his teacher, who had entered unobserved

“ Why, Sir, I was standing by the palace gate this morning to see all the grand folk going to Court splendidly dressed, in fine carriages I thought how happy they must be to be allowed to see the queen and enter the beautiful palace ”

“ What would you think if I told you that you might be a king’s son if you choose, this very moment ? ” asked the teacher

- 3 A poor boy cried, as he sat on some straw in his wretched home that he wished he were a king’s son His teacher who had entered unobserved asked the boy why he wished that (i.e., to be the king’s son) The boy answered because he was standing by the palace gate that morning to see carriages, and thought how happy they must have been palace Then the teacher asked him what he (the boy) would think if he (the teacher) told him (the boy) that he might be a king’s son if he choose that very moment

Q 4 Turn the following into the indirect form —

- (a) Indignant at Uberto, the magistrate passed the sentence in very insolent terms, saying “ you—you—the son of a base mechanic, who have dared to trample on the nobles of Genoa, you, by their clemency are only doomed to shrink again into the nothing from which you sprang ”

- (b) Uberto said “ My dear young friend, I could with much

pleasure detain you longer here, if it were not for the thought that you must be anxious to return to your parents. Deign to accept of this provision for your voyage, and deliver this letter to your father. Farewell, I will not soon forget you, and I hope you will not soon forget me."

- (c) "That son of a vile mechanic, who told you, that one day you might repent the scorn with which you treated him, has the satisfaction of seeing his prediction accomplished. For know, proud noble! that the deliverer of your only son from slavery is the banished Uberto."

A 4 (a) Indignant at Uberto, the magistrate in passing the sentence in very insolent terms, called him the son of a base mechanic, who *had* dared to trample on the nobles of Genoa, and said *that he* by their clemency *was* only doomed to shrink again into the nothing from which *he had* sprung.

- (b) Uberto *addressed his* young friend and *told him that he* (Uberto) *could* with much pleasure *have* detained *him* (the friend) longer *there*, if it *had not been* for the thought that *he* must have been anxious to return to *his* parents, and *requested him* to kindly accept *that* provision for *his* voyage and deliver *that* letter to *his* father. He *then bade him* farewell, promised that *he* (Uberto) *would* not soon forget *him* and *he* (Uberto) *hoped* that *he* (the friend) *would* not soon forget *him* (Uberto).

- (c) Uberto wrote to *him* (the person addressed) *that* that son of a vile mechanic, who *had* told *him* that one day *he* might repent the scorn with which *he had* treated *him* (Uberto) *had* the satisfaction of seeing his (Uberto's) prediction accomplished. For *he* (Uberto) assured the proud noble of the fact, that the deliverer of *his* only son from slavery *was* the banished Uberto.

Q 5 Change the form of speech —(a) Jame's reply was—"Come, instead, and let us take a stroll (b) Scott said, "If I did not see the heather once a year, I think I should die" (c) Prospero told Ariel to bring them thither, saying that, if he, who was but a spirit felt for their distress, should not he, who was a human being, have compassion on them (O U P 1900)

A 5 (a) James asked her to come and take a stroll with her (b) Scott said that if he did not see the heather once a year, he thought he would die (c) Prospero said to Ariel "Bring them hither, if you, who is but a spirit, feel for their distress, shall not I, who am a human being, have compassion on them?"

Q 6 Change the following into indirect narration —Then he said to his friend, "Give me your hand! Fare you well! Grieve not that I am fallen into this misfortune for you. Commend

me to your wife and tell her how I have loved you !
(O U P 1915)

- A 6' Then he said to his friend to give him his hand and bade him farewell and told him not to grieve that he had fallen into that misfortune for him. He requested him to commend him to his wife and tell her how he had loved him.

Q 7. Write the following in the form of indirect narration —

Gopal —How do you think you have done in the examination ?

Krishna —That is a question which I cannot answer here and now. Wait till we get home and I have had time to look at my books to-night.

Gopal —But surely you must have some general idea of how you have done.

Krishna —I prefer not to say any thing. "Speech," they say, "is silver," but silence is gold."

Gopal —Well, please yourself then. (B U P 1903)

- A 7 *Gopal* asked *Krishna* what he thought how he had done in the examination. *Gopal* replied that that was a question which he could not answer there and then. He asked him to wait till they got home and he had had time to look at his books that night. *Gopal* said but he had surely some general idea of how he had done. *Krishna* preferred not to say anything and quoted 'Speech is silver but silence is gold.' *Gopal* said he could then please himself.

Q 8 Rewrite the following passage in Direct Form —He promised solemnly to his men that he would comply with their request, provided that they would accompany him and obey his commands for three days longer and if during that time land were not discovered, he would then abandon the enterprise and direct his course towards Spain. (A U P 1904)

- A 8 He promised solemnly to his men "I shall comply with your request, provided that you shall accompany me and obey my commands for land is I shall my Spain

PART IV.

THE ANALYSIS OF SENTENCES.

Q 1 What do you mean by **analysis** of a sentence ?

A 1 The analysis of a sentence means dividing it into its component or elementary parts

Q 2 What is a **sentence** ?

A 2 A sentence is a combination of words expressing a *complete* thought

Q 3 What do you understand by a **complete** thought ?

A 3 When something is *said* about something else or when a question is asked, we have a complete thought

Q 4 Does every combination of words express a complete thought ? Illustrate

A 4 No, unless a combination of words signifies that something is said about something else or that a question is asked, it cannot express a complete thought. For instance, "a virtuous man" is a combination of words, but as nothing is said about 'a virtuous man' nor is it said about anything else, and as it is not a question it does not express a complete thought, while the combination of words "virtuous man is happy" is a complete thought, because in it something, *i.e.*, "being happy" is said of "a virtuous man"

Q 5 What are the **essential** parts of a sentence, *i.e.* the parts without which there can be no sentence ?

A 5 The *essential* parts of a sentence are the *subject* and the *predicate*

Q 6 Define **subject** and **predicate**

A 6 The *subject* is that of which something is said. The *predicate* is that which is said about something

Note — In the sentence "John is a good boy" John is the subject, because "being a good boy" is said of John, and "is a good boy" is the predicate, because this is said of John

Q 7 What are the different **kinds** of sentences ?

A 7 Sentences are **simple**, **complex** or **compound**

THE SIMPLE SENTENCE

Q 8 What is a **Simple Sentence** ? (P U P, 1906)

A 8 A Simple Sentence is one that contains a *single* subject and a *single* predicate

Q 9 What are the **elementary** parts of a sentence, i.e., all the parts which a sentence *may* contain and therefore into which it *may* be divided ?

A 9 The *elementary* parts of a sentence are (1) the Subject, (2) the Enlargement of the subject, (3) the Predicate, (4) the Extension of the Predicate, and (5) the Completion or the Complement of the Predicate

Note.—A sentence may be divided into *six* parts when, besides the completion, there is also a complement

THE SUBJECT AND ITS ENLARGEMENT

Q 10 What parts of speech or expressions may be used as the subject of a sentence ?

A 10 The subject of a sentence may be

(1) A *Noun*, as, John is a good boy

(2) A *Pronoun*, as, He minds his lesson

(3) An *Infinitive*, as, To err is human

(4) A *Participle*, as, Stealing is a sin

(5) An *Adjective* used as a noun, as The good are happy

(6) An *Infinitive* or *Participial* phrase, as, To walk or walking in the morning is pleasant

(7) A *Quotation*, as, "Forgive and forget" was one of the leading principles of his life

Note.—A *whole clause* may be the subject of a sentence if it is complex, as, That man should be honest is the command of God

Q 11 What is meant by a **simple Subject** and an **Enlarged Subject**

A 11 When the Subject is a single word with or without an article, or a single phrase, it is called a *Simple Subject*, as, Men are mortal, A horse is a useful animal

When the Subject is modified by qualifying words it is called an *Enlarged Subject*, as, Virtuous men are happy

Note.—Some regard the article as an enlargement, while others do not

Note — A *Phrase* is a combination of words not forming a complete sentence, as, in general, by the bye A *Clause* is a combination of words forming a complete sentence used as a part of another sentence, as, It is necessary that you should go there Here “that you should go there” is a clause being a part of the whole sentence “It is go there” “It is necessary” is also a clause

Q 12 In what different ways can the subject be enlarged?

A 12 The subject may be enlarged by

- (1) An *Adjective*, as, *A virtuous* man is happy
- (2) A *Noun* or *Pronoun* in *apposition*, as, William the Conqueror ascended the throne in 1066 Ram *himself* came to see me
- (3) A *Possessive Case*, as, *My* book is lost
- (4) A *Prepositional Phrase*, as, The hand of *God* is visible everywhere
- (5) An *Infinitive* or *Infinitive Phrase*, as, A desire *to avenge* his wrongs impelled him to many acts of violence
- (6) A *Participle* or *Participial Phrase*, as, *Having finished his work*, he went home

Note — The object also may be enlarged in the different ways mentioned above

THE PREDICATE AND ITS EXTENSION

Q 13 When is a **Predicate** said to be **Simple** and when **Extended**? How is it extended?

A 13 A Predicate is *simple* when it consists of a *single* verb or the verb *to be* with a *noun* or an *adjective* or an *adjective phrase*, as, Birds *fly* Shyam Babu *is a pleader* Ram *is ill* This book *is of great use* A Predicate is said to be *extended* when it is modified by an *adverb*, a *participle* or an *infinitive* used as an adverb or anything equivalent to an adverb, as, He speaks *fluently*, He came *running*, He came *to see me*, He came (1) *home*, (2) *in the evening*

N B — *Not* is a part of the predicate, and not an extension of the predicate, because in a negative statement, *not* is a part of what is said about the subject, and what is said about the subject is the predicate *Not* is therefore a part of the predicate

14 When is a Predicate said to be **complete** and when **incomplete**?

A 14 A Predicate consisting of an *intransitive* verb is *generally* complete, as, Birds fly A predicate containing a *transitive* verb, or certain intransitive verbs called *verbs of incomplete predication*, is incomplete

Q 15 How can an incomplete predicate be completed?

A 15 When a predicate contains a transitive verb, it is completed by its object called the *completion* of the predicate, as, He knows English

When a predicate contains an intransitive verb of incomplete predication, it is completed by (1) a *noun*, (2) an *adjective* or (3) an *adverb* or *adverbial phrase* used as the complement of the predicate, as, (1) John is a *man*, (2) He seems *intelligent*, (3) The first essay of his eloquence was *against his guardians*

NB—That which completes a verb of incomplete predication is called the *complement* of the predicate which is either *Subjective* or *Objective* according as it refers to the subject or the object

Q 16 Name some intransitive verbs of incomplete predication

A 16 They are—be, become, seem, appear, &c

Q 17 Can the verb to be ever form a *complete* predicate by itself?

A 17 When *to be* signifies (1) existence or (2) happens, come about, it forms a complete predicate by itself, as, (1) God *is* (=exists), (2) His birth day *was* last week (=came about), The wedding will *be* to morrow (=happen)

THE OBJECT AND ITS ENLARGEMENT

Q 18 What parts of speech or expansions may be used as the object of a predicate verb, and how can it be enlarged?

A 18 The Object may be expressed and enlarged in the same way as the Subject (See Qs 10 and 12)

THE COMPLEX SENTENCE

Q 19 What is a *Complex* sentence? (P U P 1906)

A 19 A *Complex* sentence consists of a *Principal* clause and one or more *Subordinate* clauses depending on it

Q 20 What is a *Principal* clause and what a *Subordinate* clause?

A 20 The *Principal* clause contains the main object of statement or interrogation and consists of the *principal* subject and *principal* predicate

The *Subordinate* clause contains a minor thought connected with the main statement or interrogation so that the clause is grammatically dependent upon the Principal clause

Note —In the sentence "If you go, I shall come" the *second* clause contains the main object of assertion and is therefore the *principal* clause, while the *first* clause contains a minor idea and is therefore the *subordinate* clause

Q 21 What are the different kinds of **subordinate** clauses? Define them

A 21 There are three kinds of *subordinate* clauses, *viz* (1) the **Noun** clause, (2) the **Adjective** clause, and (3) the **Adverbial** clause (P U P 1904)

(1) A *Noun* clause is one that is equivalent to a noun and thus stands in the place of a noun, as, I know (*prin*) that he is ill (*sub noun cl*)

(2) An *Adjective* clause is one that is equivalent to an adjective and thus stands in the place of an adjective, as, I have a horse (*prin*) that runs swiftly (*sub adj cl*)

(3) An *Adverbial* clause is one that is equivalent to an adverb and thus stands in the place of an adverb, as, I live (*prin*) where he lives (*sub adv cl*)

Q 22 How are **Noun** clauses, **Adjective** clauses and **Adverbial** clauses connected with the Principal clause?

A 22 (1) *Noun* clauses are connected with the Principal clause by the conjunction *that* or any *interrogative* words such as, *how, why, when, where, whether, if* (=whether) &c, as, He says (*prin*) that his brother is ill (*sub noun cl*) I know (*prin*) *how, why, and when*, he will come (*sub noun cl*) Do you know (*prin*) *if* (=whether) he will come (*sub noun cl*)

(2) *Adjective* clauses are connected with the Principal clause by *Restrictive Relative Pronouns* and *Restrictive Relative Adverbs*, as, This is the book (*prin*) that I wish you to read (*sub adj cl*) I know the place (*prin*) where he lives (*sub adj cl*)

(3) *Adverbial* clauses are connected with the Principal clause by *Relative Adverbs* and *Subordinate Conjunctions*, as, I shall go (*prin*) when he will come (*sub adv cl*) Though he is poor (*sub adv cl*) he is honest (*prin*)

Note —The conjunction *that*, besides connecting noun clauses with the principal clause, connects also subordinate adverbial clauses of *purpose* and *reason*, as, He reads

very diligently *that* he may pass the examination with credit (*purpose*) He is proud *that* he is rich (reason)

Note—The conjunction *that* and an *interrogative* word should not both be used at the same time to introduce a subordinate clause Thus, it is wrong to say "I do not know *that* why he has come here" *That* should be omitted

Note—Subordinate clauses may be dependent upon a *single* word in the Case of Address, as, Our *Father*, who art in heaven, hallowed be thy name All hail *King* that shalt be hereafter

THE COMPOUND SENTENCE

Q 23 What is a Compound sentence? (P U P 1906)

A 23 A *Compound* sentence consists of two or more **independent** clauses, *i.e.*, clauses complete in themselves and in no way grammatically dependent on one another, as, He is a diligent boy, but his brother is very idle

Q 24 What are Co-ordinate clauses?

A 24 The *independent* clauses constituting a Compound Sentence are called *co-ordinate* clauses

Q 25 How are co ordinate clauses related to, and connected with one another?

A 25 (a) There are *four* relations in which co ordinate clauses stand to one another, *viz*

(1) *Copulative* or *Cumulative*, expressing that one idea is simply added to another, as, Ram has already come and Shyam is expected every moment

(2) *Adversative*, expressing that one idea is opposed to another, as, Hari has come, but Jadu has not come yet

(3) *Alternative*, expressing that one of two things is to be chosen, as, Either you will come personally or you will send a man

(4) *Causative* or *Illative*, expressing cause, reason or ground and effect, as, He was negligent, therefore he failed in the examination

(b) Co ordinate clauses are connected with one another by co ordinate conjunctions and co-ordinate relative pronouns, as, He is here, but his brother has gone home He has given me this book, which has been very useful to me=He has given me this book, *and it* has been very useful to me

Note—A pronoun is co ordinate when it is equivalent to a co ordinate conjunction and a demonstrative pronoun Thus, in the above example, *which* is a co ordinate pronoun, because it is equivalent to *and it*

Note — When two clauses are connected by *though* and *yet* or by *though* alone, the whole sentence is complex, but when they are connected by *yet* alone, it is compound *

CONTRACTED COMPOUND SENTENCES

Q 26 What are Contracted Compound Sentences ?

A 26 When

- (1) One Subject has more than one Predicate,
- (2) One Predicate has more than one Subject,
- (3) One Predicate has more than one Object,
- (4) One Object is governed by more than one Predicate or
- (5) One Adverbial expression modifies more than one Predicate, the sentence is a contracted compound one, as,
 - (1) The sun rises in the east and sets in the west
 - (2) The sun and the stars only appear to move round the earth
 - (3) Honour thy father and mother
 - (4) He can speak and write English
 - (5) He comes and goes every day

Note — Whenever there is a portion common to two or more co-ordinate clauses, the sentence made up of these clauses with the common portion mentioned only once, is a contracted compound sentence

Note — Two nouns connected by *and* sometimes form a single subject instead of forming two distinct subjects, as, Two and two is four "Two and two" being a single subject, the given sentence is *simple* and not compound

DISGUISED COMPOUND SENTENCES

Q 27 Show that there may be sentences apparently complex, but *in reality* compound

A 27 (1) He sent this book to my brother who sent it to me
 (2) I went to Benares where I met with an old acquaintance of mine

In (1) *Who* is equal to *and he*, and in (2) *where* is equal to *and there*. Thus (1) and (2) are really Compound Sentences, though apparently Complex

28 What rule may be laid down for detecting disguised compound sentences ?

28 When the relative pronoun or relative adverb joining two clauses of a sentence are resolvable into a *co ordinating*

conjunction and a *demonstrative* pronoun, it is a real Compound Sentence

Note —When a relative pronoun or adverb is resolvable into a *subordinating* conjunction and a *demonstrative* pronoun, or when an adverb is resolvable into a *subordinating* conjunction and a *noun* in a prepositional phrase, the whole sentence is *complex*, although the pronoun and the adverb are called *co-ordinating*, as, (i) You should ask the help of John, *who* is a kind-hearted man, (ii) You should not go to Agra *where* cholera is raging now. In (i) *who* is equivalent to *since he*, in (ii) *where* is equivalent to *since in that town*, hence the two sentences are *complex*.

DIFFICULT SPECIMENS OF ANALYSIS

I

- (1) I am the watchman *who* told me there had been a fire
- (2) Why should we consult Charles, *who* knows nothing about the matter?
- (3) Envoys were sent *who* should sue for peace

Here the first is a *Compound Sentence* because *who* is equal to *and he*. The second is a *Complex Sentence* because *who* is equal to *for he seeing that he*. Here *who knows matter* is a Sub Adv. Clause of *reason* to the Principal Sentence though *who* is *co-ordinating*. The third also is a *Complex Sentence* because *who* is equal to *that they*. Here *who peace* is a Sub Adv. Clause of *purpose* to the Principal Sentence.

COMPLEX SENTENCES

II

- (a) I know *where he lives* (noun clause)
- (b) I know the place *where he lives* (adjective clause)
- (c) I live *where he lives* (adverbial clause)
- (a) I know *how you solved the problem* (noun clause)
- (b) I know the way *how you solved the problem* (adjective clause)
- (a) I know *when he will come* (noun clause)
- (b) I know the time *when he will come* (adjective clause)
- (c) I shall go *when he will come* (adverbial clause)

NB —The adjective clause must always have a subject which it qualifies

III His mind was so active *that* he succeeded in everything

Sentence	Kind of sentence	Subject	Enlarge- ment of the subject	PREDICATE			Exten- sion of the Pre- dicate	Connective
				Verb	Comple- ment of the Predicate	Object with enlarge- ment		
(1) His mind was so active	Principal to (2)	Mind	His	Was	Active		So	
(2) That he suc- ceeded in everything	Sub Adv Cl to (1) modifying so, and expressing consequence.	He		Suc- ceeded			In every thing	That

IV He was so impertinent *as* to defy his master

This sentence must be analysed just as the above Here *as master* is an elliptical Sub Adv Cl of *degree* modifying *so* In full=*as* he would be impertinent to defy, &c (if he defied his master)

V I am quite *as* strong *as* I once was

Here *as was* is a Sub, Adv Cl of *degree* modifying the previous *as*

VI He is proud *that* he is rich

Here *that* is equal to *because*, hence *that rich* is a Sub, Adv Cl of *cause* or *reason* to the Principal Sentence

A B—The student should notice that in adverbial clauses introduced by *Subordinating conjunctions*, *that*, *if*, *though*, &c the conjunctions do not enter into the construction of sentences and must be regarded as *connectives* but where they are induced by the *adverbial conjunctions*, *when*, *where*, *whenever*, *wherever*, &c, they qualify the predicates of the subordinate clauses introduced by them and thus enter into the construction of sentences

VII No sooner had we left the house, *than* it began to rain

Here *than it began to rain* is an Adv Cl of *degree* modifying *sooner*

VIII There was no one *but* did his best Here *but=that not* The whole sentence=*There was no one that did not (do) his best* Here *that did not (do) his best* is a Sub Adv Clause to *one*

ELLIPTICAL SENTENCES

IX I am *as* happy *as* before

In full, *I am as happy as (I was happy) before* Here *as (I was happy) before* is an Adv. Cl of *degree* to the first *as* The second *as* is an *extension of the predicate (was happy)*

X He likes you *as much as* I In full, *he likes you as much as I (like you)* Here the first *as* is an *adverb of degree* qualifying *much* and *as I (like you)* is an Adv Cl of *degree* to the first *as*

XI He likes you *no less than* me In full, *he likes you no less than (he likes me)* Here *than me* is an Adv Cl of *degree* to *less*

XII I am not *so* rich *as* you are In full, *I am not so rich as you are (rich)* Here *so* is an Adv of *degree* to *rich* (the complement) and *as you are (rich)* is an Adv Cl of *degree* to *so*

XIII He is more learned than I am In full, *he is more learned than I am (learned)* Here *than I am (learned)* is an Adv Cl of *degree* to *more*

XIV After his schooling was finished, his father desiring him to be a merchant like himself gave him a ship freighted with various sorts of merchandise, so that he might go and trade and grow rich and become a help to his parents, who were now advanced in age

Sentence	Kind of sentence	Subject	Enlarge- ment of the Sub	PREDICATE			Extension of the Predicate	Connectives
				Verb	Comple- ment of the verb	Object with en- largement		
(1) His father, desiring him gave him merchandise	Principal to (2), (3), (4), (5) and (6)	1 father	1 His 2 Desir- ing him him self	Gave		1 A ship freighted with mer- chandise 2 Him (ind obj)		
(2) After finished	Sub Adv c to (1)	School- ing	His	Was fin- ished				After (adv conj)
(3) So that go	Sub Adv cl to (1) and co- ordinate to (4), (5) and (6)	He		Might go				So that
(4) And (so that he might) trade	Sub Adv cl to (1) and co- ordinate to (3), (5) and (6)	(He)		(Might) trade				1 And 2 (So that)
(5) And (so that he might) grow rich	Sub Adv cl to (1) and co- ordinate to (3), (4) and (6)	(He)		(Might) grow	Rich			1 And 2 (So that)
(6) And (so that he might) become parents	Sub Adv cl to (1), co- ordinate to (3), (4) and (5) and principal to (7)	(He)		(Might) become	A help		To his parents	1 And 2 (So that)
(7) Who were aged	Sub Adv cl of reason to (6) who=since they	Who		Were	Ad- vanced		1 No 2 In age	

2XV In other respects, our Mufussil villages are better supplied in regard to sanitary arrangements than Europeans might suspect *

Sentence	Kind of sentence	Subject	Enlarge- ment of the Subject	PREDICATE			Extension of the Predicate	Connective
				Verb	Comple- ment of the Predi- cate	Object with Enlarge- ment		
(1) In other res- pects, our Mufussil villages' arrange- ments	Principal to (2)	Villages	1 Our 2 Mufussil	Are supplied		.	1 In other respects 2 Better 3 In regard to arrange- ments	.
(2) Than Europeans might suspect (them to be supplied in regard arrange ments)	Sub Adv to (1) expressing degree in and modifying <i>better</i>	Europeans	.	Might suspect	(To be supplied)	(Them)	(In regard arrange ments)	Than

* The sentence is a contracted one and when expanded should stand thus —

In other respects suspect (them to be supplied in regard to sanitary arrangements)

XVI It has been truly said, that to desire to possess, without being burdened with the trouble of acquiring, is as much a sign of weakness, as to recognise that everything worth having is only to be got by paying its price, is the prime secret of practical strength

Sentence	Kind of Sentence	Subject	Enlarge ment of the Subject	PREDICATE			Exten sion of the Predicate	Connectives
				Verb	Complement with adjuncts	Object with enlarge ment		
(1) It has been truly said	Principal to (2)	It		Has been said		-	Truly	
(2) That to desire to possess without being weak	Sub Noun cl. to (1) and Principal to (3)	To desire to possess without acquiring (without acquiring is <i>adv</i> to possess)		Is	A sign of weakness		Much (modified by <i>as</i>)	That
(3) As to recognise that everything strength	Sub Adv cl to (2) modifying <i>as</i> and Principal to (4)	To recognise that price (<i>that price</i> is object to <i>recognise</i>) and is itself a simple sentence	...	Is	The prime secret of practical strength		As (conj adv)	
(4) That every thing price	Sub. Noun cl to (3)	Everything.	Worth having	Is	To be got by paying its price	.	Only	That

XVII. It was in order to determine Hannibal's movements, that Hasdrubal, when he left Placentia, had sent off six horse men, as has been already mentioned, to say that he was marching upon Ariminum, instead of upon Etruria, and that the two brothers were to effect their junction in Umbria

Sentence	Kind of Sentence	Subj. with en- largement	PREDICATE			Extension of the Predicate	Connectives
			Verb	Complement with ad- juncts	Object with enlargement		
(1) It was in order movements	Principal to (2)	It	Were	In order to determine move- ments			
(2) That Hasdrubal had sent off six horse men to say	Subj. Noun cl. to (1) in apposition to it and co- ordinate to (2), which is, however, not sub. to (1), being only a parenthetical expression	Hasdrubal	Had sent off		Six horse men	To say (id. of purpose)	That
(3) When he left Placentia	Subj. Adv. cl. to (2)	He	left		Placentia	When	
(4) As (and it) has been already mentioned	Co ordinate to (2) used as a parenthetical expression	It (as being and it)	Has been mentioned			Already	And
(5) That he was march- ing Etruria	Subj. Noun cl. to <i>to say</i> , in (2) and co ord. to (6)	He	Was marching			1 Upon Arimi- num 2 Instead of Etruria	That
(6) And that Umbria	Subj. Noun cl. to <i>to say</i> , in (2) and co ord. to (5)	The two brothers	Were	To effect their junction in Umbria			1 And 2 That

PART V

CHAPTER I

THE CONVERSION OF SENTENCES

Q 1 What is meant by the **Conversion** or **Transformation** of Sentences?

A 1 The conversion or transformation of a sentence consists in changing it from one grammatical form to another without changing its meaning

Q 2 Mention the **changes** necessary for **converting** a sentence and give illustrative examples

- A 2** (1) One part of speech may be changed into another, as,—
- (a) An irreparable loss=a loss that cannot be repaired
(*adj* into *verb*)
 - (b) A wealthy man=a man of wealth (*adj* into *noun*)
 - (c) He reluctantly said this=he said this with reluctance
(*adv* into *noun*)
 - (d) I greatly like this book=I have a great liking for this book
(*adv* into *adj* and *verb* into *noun*)
 - (e) I have no desire to go there=I do not desire to go there at all (*noun* into *verb*)
- (2) A single word into a phrase and *vice versa*, as, a sensational case=a case creating sensation
- (3) A *positive* sentence into a (a) *comparative* or (b) *superlative* and *vice versa*, as, some countries are at least as hot as India=(a) India is not more hot than some other countries or India is not less hot, &c (b) India is not the hottest of all the countries
- (4) An *interrogative* into an *assertive* and *vice versa*, as, (a) Are not the three angles of a triangle equal to two right angles?=The three angles of a triangle are, &c (b) Does the sun turn round the earth?=The sun does not, &c
- (5) A *negative* into an *affirmative* and *vice versa*, as, None but Ram and Shyam deserve reward=Ram and Shyam alone deserve, &c
- (6) An *exclamatory* into an *assertive* and *vice versa*, as O ! those lips had language=I wish those lips, &c
- (7) A *simple* into a *complex* and *vice versa*, as, Tell me the time of your birth=Tell me when you were born

- (8) A *simple* into a *compound* and *vice versa*, as, Coming to school we found it closed=We came to school and found it closed
- (9) A *complex* into a *compound* and *vice versa*, as, If you do so, you will be punished=Do so and you, &c
- (10) The *direct* form into the *indirect* and *vice versa*, as, He said "I will come"=He said that he would come
- (11) The *active* voice into the *passive* voice and *vice versa*, as, The teacher punished Ram=Ram was punished by the teacher
- (12) A *subordinate* clause into a *principal* and *vice versa*, as, No sooner did he come than I gave him the letter=I gave him the letter as soon as he came

Note—In changing Interrogatives, it should be borne in mind that (a) a question of information is changed into an indirect question introduced by some such expression as "I wish to know," "let me know," &c, as, Where is that book?=I wish to know, or let me know where that book is, (b) a question for answer in agreement with the interrogator's belief in the fact stated in the question, if negative is changed into an affirmative sentence, and if affirmative, into a negative sentence, as, Is he not a good man?=He is a good man, is he a good man?=He is not a good man? *NB*—For further information, see Grammar, *Miscellanea (Mode of Answer and Assent)*

CHAPTER II

THE SYNTHESIS OF SENTENCES

Q 1 What is **Synthesis of Sentences**?

A 1 Synthesis consists in combining two or more sentences into one

Q 2 Mention the different sorts of combination which synthesis may lead to, and give illustrative examples

A 2 (1) Two or more *simple* sentences into a *simple one*

EX—Altamsh raised himself to be captain general Altamsh mounted the throne Altamsh overcame Aram Aram was the rightful heir=Altamsh having raised himself to be captain-general and having overcome Aram, the rightful heir, mounted the throne

(2) Two or more *simple* sentences into a *complex one*

E\ —A boy failed in mathematics. He knew mathematics well. He expected to pass creditably in mathematics = A boy, who knew mathematics well, failed in it, though he expected to pass in it creditably

(3) Two or more *simple* sentences into a *compound* one

E\ —A bad boy does not go to school. A bad boy does not learn his tasks. A good boy minds his book = A bad boy does not go to school, or learn his tasks, but a good boy minds his book

(4) A *simple* and a *complex* into a *compound* one

E\ —He heard of his father's illness. When he went home, he found he was well = He heard of his father's illness, but when he went home he found he was well

(5) A *simple* and a *compound* into a *complex* one

E\ —He went home and found his father dead. His grief knew no bounds = His grief knew no bounds, when he went home and found his father dead

(6) Two *complex* sentences into a *compound* one

E\ —If you read diligently, you will succeed. If you neglect your studies, you will fail = If you read, &c, but if you neglect, &c

DIFFICULT SPECIMENS OF THE CONVERSION AND THE SYNTHESIS OF SENTENCES

N B —Nearly all the questions on this subject set in the recent Entrance papers of the Universities of Calcutta, Allahabad, Bombay, Madras and the Punjab have been answered

Q I Express is one *simple* sentence — If it had not been for the help which I gave him, it would have been impossible for him to advance. (C U P 1889)

A I *But for my help*, or *without my help*, it would, &c

Q II Combine each of the following pairs of *simple* sentences into one *simple* sentence. (C U P 1895)

(a) I speak seriously. The man cannot be trusted

(b) He reached the school. He found no teacher

(c) He cannot come. I am not sorry

A II (a) *To speak seriously*, or *speaking seriously*, the man &c.

(b) *Reaching the school* he found, &c

(c) I am not sorry *for his inability to come*

Q III Combine into *one simple* sentence the following —

(a) The general marched upon the enemy He marched upon them on the 25th of April He did so after some light skirmishing He routed the enemy He routed them with great slaughter The slaughter was so great as to cause astonishment in the minds of the populace (M U P 1889)

(b) The English were inferior to the French in number The English defeated the French The battle was long and well contested There was no battle, it is said, that was fought during the war that was so desperate (M U P 1890)

A III (a) *After some light skirmishing* the general marched upon the enemy on the 25th of April *routing them* with great slaughter *to the* astonishment of the populace

(b) The English *notwithstanding their inferiority* to the French in number, defeated them *in a long and well contested battle, no other battle fought during the war being said* to be so desperate

Q IV Reduce[†] the following compound or complex sentence into simple ones — (A U P 1893)

(1) The letter was taken to the wrong house and so it never reached me

(2) Turn to the right and you will find the house

(3) It is a sad thing that he died so young

(4) Tell me when and where you were born

(5) He was not a man who would tell a lie

A IV (1) The letter *being taken* to the wrong house never reached me

(2) *On turning to the right* you will, &c

(3) *His dying so young* is a sad thing

(4) Tell me *the date and place of your birth* (It is taken by some as a simple sentence, though strictly speaking it is a *contracted* compound sentence)

(5) He was not a man *to tell a lie*

Q V Express each of the following as a *simple* sentence — (M U P 1889)

(a) It seems that he has gained the prize for good conduct

(b) He left instructions about how his property should be disposed of

(c) They loaded the guns as quietly as they could

(d) I am disappointed that I have not received a letter from you

- 4 V. (a) *Perhaps* he has, &c or *He seems to have*, &c.
 (b) He left instructions *and at the disposal of his property*
 (c) They loaded the guns *in all possible noiselessness*
 (d) I am disappointed *for as I am not receiving* a letter from you.
- 2 Express the following as *simple* sentences —(O U P 1882)
 (a) There will be no good in your going to colleges if you do not intend to study diligently
 (b) Did you hear the death of your friend, while you were in town?
 (c) Can you tell me why he went there?
- 4 (a) Without your intending to study diligently there will be, etc.
 (b) Did you hear the death of your friend during your stay in town
 (c) Can you tell me the reason of his going there.
- 2 Expand each of the following simple sentences into a *complex* one —
 (1) Our wishes were all granted (2) I acknowledge your great kindness to me. (3) The Earl swore allegiance to the king (4) The only question now is the degree of their guilt. (5) The origin of the story was fully related.
 (A. U P 1905)
- 4 (1) All those things we wished were granted. (1) I acknowledge the great kindness you have shown me. (3) The Earl swore that he would obey the king (4) The only question now is to what degree they are guilty (5) He fully related what the origin of the story was
- Q VI Change the following into *simple* sentences (O U P 1894.)
 (a) As soon as you arrive, you shall call in a doctor
 (b) The student is so backward that he cannot read a line correctly
 (c) Although he repeatedly failed, he was not discouraged.
 (d) Since that is the case, you had better go home.
 (e) Had you not helped him he would have been ruined.
- 4 VI (a) *Just after our arrival*, you shall &c.
 (b) The student is *too backward to read*, &c.
 (c) *In spite of repeated failures* he was, &c.
 (d) *It is being so or it is being the case* you had, &c.
 (e) *But for our help or without your help*, he would, &c.

Q VII Combine the following sentences so as to form a *single complex* sentence

- (1) I received the letter The next day I was sitting in my room I was deep in contemplation A noise disturbed me At first I thought it came from my watch My watch, I remembered, was on the table in my bedroom I found the noise come from a little insect That insect is called the death-watch (C U P 1888)
- (2) It was thus that we heard the news A week before it arrived, we were walking on the sea-shore We were sad We were thinking over the chances of the war We saw a ship in the offing At first it look to us like the vessel which we had long expected We recollected it could not be the Orion That ship could not have arrived (C U P 1889)
- (3) Those events were occurring At that time the queen died by her own hands This was commonly reported The queen had been his sole partner in his wickedness In the bosom he could sometimes seek momentary repose from those terrible dreams Those dreams afflicted them both nightly The queen was unable to bear the remorse of guilt and public hate (C U P 1886)
- (4) The train arrived at the station A man sprang out of one of the carriages He sprang upon the platform His clothes were torn They were also bespattered with blood Two policemen were on the platform They arrested the man They supposed him guilty of murder This was why they apprehended him (A U P 1893)
- (5) Napoleon arranged all his troops Then he rode along the lines Everywhere he received the most enthusiastic cheers from his men His assurance of their entire devotion to him was now doubly sure (M U P 1892)
- (6) I was leaning on the gate I was doing this at sunset A carriage drove up The carriage contained a gentleman The gentleman was middle aged (M U P 1891)
- (7) It was considerably past mid night It was one morning in the sultry month of April A human figure was seen moving It moved in a street of Karchanpur Kanchanpur is a village It is about six miles to the north-east of Burdwan
- (8) He at once sent off the Prince The Prince was sent with 15 000 men They men double the number of Tartars at Toulta They defeated them totally They pursued them to the river Cheveions Here they had a second defeat They also abandoned a great many camels
- (9) Two travellers had passed the night at the little town of

Luarne. One of them was considerably passed the prime of life. The other was probably two or three at twenty years old. Luarne is the capital of the Swiss state of the same name. Luarne is beautifully situated on the lake of the same name. (M U P 1906)

- (10) We have taken time to tell the story. In less time the young man stood beside Antonio and the uncle. He stood upon a platform of rock. The road seemed to terminate upon the platform. From the further side of the platform a precipice sank down. (M U P 1906)

A VII (1) When, the next day after I received the letter, I was sitting in my room, in deep contemplation, a noise disturbed me *which* as first I thought came from my watch *which*, however, I remembered, was on the table in the bedroom, *but which* I found *coming* from a little insect *called* the death-watch

- (2) A week before the arrival of the news which we heard thus, when we were walking on the sea-shore, sadly thinking over the chance of the war, we saw a ship in the offing *which* at first looked to us like the vessel we had long expected *but which*, we recollected could not be the Orion since that ship could not have arrived

- (3) *When* those events were occurring, the queen, *who* had been his sole partner in his wickedness *and in whose* bosom he could sometimes seek momentary repose from those terrible dreams *which* afflicted them both nightly, was commonly reported to have died by her own hands *being* unable to bear the remorse of guilt and public hate.

- (4) *When* the train arrived at the station, a man *with* his clothes torn *and* also bespattered with blood sprang out of one of the carriages upon the platform *where* two policemen arrested him *supposing* him guilty of murder

- (5) *After arranging* all his troops Napoleon rode along the lines *receiving* everywhere the most enthusiastic cheers from his men, which his assurance of their devotion to him was now doubly sure.

- (6) *When* I was leaning on the gate at sunset, a carriage *which* contained a middle aged gentleman drove up

- (7) It was considerably past midnight one morning in the sultry month of April, *when* a human figure was seen *moving* *in* a street of Kanchanpur, a village about six miles to the north east of Burdwan

- (8) He at once sent off the Prince *with* 15,000 men, *who* more than double that number of Tartars, at Toulta, *and* totally defeated them *pursuing* them to the river Cheverona *where*, *after*

2 second defeat, they abandoned a great number of Russian captives *and also* a great many camels

- (9) Two travellers, one of whom was considerably passed the prime of life and the other was probably two or three and twenty years old, passed the night at the little town of Lurne, the capital of the Swiss State of that name and beautifully situated on the lake of the same name
- (10) In less time there we have taken to less the story the young man stood beside Antonio and the mule upon a platform of rock which seemed to terminate the road and from the further side of which a precipice sank down

Q VIII Expand each of the following *simple* sentences into a *complex* sentence containing two subordinate clauses (M U P 1890)

(a) The Britons, having long been unaccustomed to war were easily conquered by the Saxons, after the departure of the Romans

(b) It is not possible for any to succeed without exerting himself

(c) But for his having come to my assistance, the work would have been too difficult for me to have accomplished it alone.

A VIII (a) The Britons *who had long been accustomed to war* were easily conquered by the Saxons, *after the Romans had departed*

(b) *If one does not exert oneself* it is not possible that *one* should succeed

(c) *If he had not come to my assistance*, the work would have been so difficult *that I could not have accomplished it alone*

Q IX Reduce the following simple sentences into a *compound* one A poor Arab came suddenly upon a spring of sweet water He had never before tasted any but brackish water He thought such sweet water fit only for a king He filled his leathern bottle from the spring He set off to present it to the king (A U P 1893)

A IX A poor Arab, *who had never before tasted any but brackish water*, suddenly came upon a spring of sweet water *and thinking* such sweet water fit only for a king, filled his leathern bottle from the spring *and set off to present it to the king*

Q X Combine the following into a compound sentence with only two principal sentences The monsoon failed The tanks became almost empty No grain could be sown A famine was feared The riots looked anxiously for the next monsoon

It proved more abundant than usual The danger was averted (M U P 1888)

- 4 X The monsoon having failed, and the tanks becoming almost empty, no grain could be sown and therefore a famine being feared, *the riots looked anxiously for the next monsoon* which proved more abundant than usual and thus *averted the danger*

[For further examples of the Conversion and Synthesis of sentence see our **Test Examination Questions**]

PART VI

COMMON ERRORS

N B — All the questions on the subject set in the recent Entrance papers of the Universities of Calcutta, Allahabad, Bombay, Madras and the Punjab have been answered

Q 1 Correct the following giving reasons in each case —

- (1) I have been employed in this office since six months
- (2) I have not seen you since a long time
- (3) Hari joined the L M S College before 3 months
- (4) I expect a letter from my brother after a week
- (5) I have been suffering from fever from Thursday evening
- (6) You must do this work within 6 o'clock
- (7) It is much hot to-day
- (8) This table is very large than the other
- (9) It is too hot to day
- (10) Keep these books on the table

A 1

- (1) *For six months Since should never be used before an expression denoting a space of time but always before an expression denoting a point of time*
- (2) *For a long time See (1)*
- (3) *3 months ago Before is not used with a period of time*
- (4) *In a week after is used with a period of past time and not with a period of future time with which in is used In here means after the lapse of and not before the end of as students think*
- (5) *Since Thursday evening See (1)*
- (6) *Before six o'clock Within should not be used before an expression denoting a point of time but it should be used with a period of time Before is used with a point of time and not a period of time*
- (7) *Very hot Much is used with adjectives in the comparative degree, and very with those in the positive degree.*
- (8) *Much larger Very is used with Adjectives and Adverbs in the positive degree*

(9) It is *very* hot to day *Too* is used to denote excess over a supposed correct or fit standard e.g. This table is *too* small means *this table is smaller than is necessary* whereas we know of no limit set to the heat of any day

(10) *Put* or *place* these &c

Q 2 Correct the following giving reasons in each case —

- (1) Kindly give me little milk
- (2) Put a few fuel on the fire please
- (3) I will be obliged to dismiss him
- (4) I failed in December last
- (5) He was busy the all day
- (6) Unless you do not walk fast you cannot get to school in time
- (7) The clock has struck 4 hours
- (8) The train has arrived immediately
- (9) In my life I have seldom seen a such good man
- (10) We have secured a ground to the east of the Race Course

A 2

- (1) *A little* because *little* denotes none or almost none, and gives a negative idea, while *a little* means *some*
- (2) *A little* because *a few* denotes number
- (3) *Shall be* See *Shall* and *Will*
- (4) *In* is not necessary, though not incorrect
- (5) *The whole day* *All* is never used before singular common nouns
- (6) *Unless you walk fast &c*, or *if you do not walk fast &c*
Unless means *if not* so there cannot be another *not* after it,
- (7) *Has struck four* *Has struck four hours* is unidiomatic.
- (8) *Just arrived* We use *just* or *just now* of an action just finished *Immediately* signifies *one event following another*, e.g., *He came* or *will come immediately* after the receipt of my letter
- (9) *Such a good man* The indefinite article *follows*, *many*, *such* and *what*
- (10) *A plot or piece of ground* (Strictly speaking *a ground* is unidiomatic though often used in the sense of a football or cricket ground But we can never say *to buy a ground* We must say *to buy a piece of ground*)

Q 3 Correct the following giving reasons in each case —

- (1) Please kindly give me that book
- (2) I have an important business to do
- (3) No sooner he had reached home than he found the man dead
- (4) All my hair is numbered
- (5) Tell me where are the boys
- (6) What for did you call him a fool ?
- (7) Do not entertain a too high opinion of your own wisdom.
- (8) When I visit one, I must visit all
- (9) Whole India deplores his death
- (10) I am very obliged to you

A 3

- (1) Either *please give me* or *kindly give me*. *Please kindly* should never be used
- (2) Either *a piece of important business* or *an important piece of business*, or *I have important business* *An important business* is not idiomatic, the indefinite article not being used before the abstract noun *business*
- (3) *No sooner had he reached &c* In sentences commencing with certain adverbial expressions, the verb precedes the subject
- (4) All my *hairs* are numbered *Hairs* is used when attention is drawn to *the number*
- (5) Where *the boys are* When the question is asked *indirectly* the natural order, Subject followed by Verb, is followed
- (6) *What* did you call him a fool *for* When *what for* means why, *what* should be placed at the beginning of the sentence and *for* at the end
- (7) *Too high an opinion &c* The Indefinite article *follows* Adjectives preceded by *too*, *so*, *as* and *how*
- (8) The sentence as it stands is not wrong, though *if I visit &c* would be better English
- (9) *All India* or *the whole of India* *Whole* is never used before Proper Noun unless preceded by *the* and followed by *of*, e.g. *the whole of India* *All* is used before a Proper Noun
- (10) I am *much obliged &c* The adverb *much* is generally used before *past participles*, having the force of adjectives and *very* is used before pure *adjectives* and adverbs in the positive degree

Q 4 Correct — (a) The Government calls on their officers to return to duties (b) He told me he should be guarantee to his friend's honesty (c) He was implicated in this excellent work (d) I saw there is no use of behaving so bad (e) I have been from school since six months (f) He had lost his life while he was a Governor General of India (M U P 1904)

A 4 (a) Call, their duties (b) would stand guarantee for (c) bad (d) was, badly (e) absent from school for (f) lost *not* had lost, was Governor-General

Q 5 Correct the following and give reasons where necessary —

- (1) I will be very glad to see you again and hope you shall accept of my invitation
- (2) Which is tallest, you or I ?
- (3) In modern English two negatives destroy one another
- (4) He told that he was going to Madras but his brother said him he ought not to go
- (5) In spite of my warning they persisted to walk on the edge of the pier
- (6) I am very raw in mathematics
- (7) He said the truth
- (8) I intended to have written a letter to you
- (9) The travellers when exhausted feel for the want of water
- (10) Distribute these mangoes to the children

A 5

- (1) *Shall be glad, will accept Accept my invitation We accept a thing of a person but we never accept of a thing*
- (2) *Who is taller, you or I ?*
- (3) *Each other One another* is used in the case of more than two
- (4) *He said* Madras, but his brother *told him* he &c.
- (4) *Persisted in walking* *In* must be used after *persist*
- (6) *Deficient Raw* is unidiomatic here
- (7) *Spoke Say* is unidiomatic
- (8) *To write to you* As a general rule *the Present Infinitive* and not *the Perfect Infinitive* ought to follow *the Past Tense* of certain finite verbs, such as, intend, hope, &c If the sense is negative, the sentence is correct, meaning "I intended to write, but I could not"

- (9) The travellers when exhausted *felt* the want of water, or travellers when exhausted *feel* the want of water, if the definite article is used the past tense must follow the past participle.
- (10) *Among* the children.
- Q. 6 Correct the following giving reasons where necessary —
- (1) The Political Economy is my favourite study
 - (2) He was gone to New Market to take some fruit
 - (3) He was failed in the Entrance Examination
 - (4) I saw in the direction you pointed but looked nothing
 - (5) Do not hear his advices
 - (6) Memory is improved from exercising it
 - (7) The water of Madhupur agrees with me
 - (8) The general invaded the enemy
 - (9) This ship was drowned
 - (10) I called at his yesterday but he was not present
 - (11) He washed his hands by water
 - (12) He slept two hours when I awoke him
 - (13) I have finished the work last evening
 - (14) I will be drowned and nobody shall save me.
 - (15) Were he more diligent, he should be more successful.
 - (16) Ram is quite out of his heart because he is failed in Matriculation Examination, and besides his father is out of his temper with him
 - (17) The one ball is in motion, the other in rest
 - (18) The farmer maintained that the plough is in proper order.
 - (19) Shakespeare excels all the English poets
 - (20) This pen is bad, I must get the other.

A 6

- (1) *Political Economy* The Article is *not* used before Arts or Sciences
- (2) He was gone to *the* New Market The Definite Article is not used when New Market is the name of a town, but when it signifies a new market as in Calcutta, use the Definite Article *To buy* some fruit *Take* is not idiomatic here—unless the sentence means that he had carried some fruit *to* the New Market
- (3) He failed, &c The verb *to fail* is intransitive

- (4) *I looked, &c But saw* See denotes *simply using the eye* whereas *look* implies *effort and attention*
- (5) *Do not listen to his advice* Hear denotes *simply using the ear*, whereas *listen* implies *effort and attention* *Advices* should be *advice* because Abstract Nouns do not take the plural But *advices*, when used by merchants, means information Then it is not *an Abstract Noun but a Common Noun*
- (6) *By exercising*
- (7) There is no mistake in this sentence, it is a common idiom
- (8) *Attacked the enemy* We never *invade a person*, we always *invade a place*, but we *attack both a person and a place*
- (9) *Sank* We use *drown* of living beings, e.g., *the man was drowned* but we use *sink* of things *Drown* implies *death*
- (10) *At his place or house but he was not at home* We can use *his* for *his house* only when the word *house* has been previously mentioned A noun, and not a pronoun, in the possessive case may have *house* or *place* of business understood after it, as *I went to Ram's or the book-seller's* *Present* in this context is *incorrect*
- (11) *With water* *By* means *the doer*, *with* means *the instrument*
- (12) *Had slept*
- (13) *I finished, &c*
- (14) *Shall be drowned* Because *will* means *I am determined to be drowned* which is not the meaning intended *No one will save me* because *shall save me* will mean *I will not allow anybody to save me* which is ridiculous in this sentence
- (15) *Would be, &c* Because it denotes simple futurity
- (16) *Out of heart* *Out of the heart* or *out of his heart* is quite an idiomatic *Had failed* The matriculation *Out of temper*
- (17) *At rest*
- (18) *Was* See the Sequence of Tenses
- (19) *All other English poets* Because *all the English poets* will include Shakespeare himself
- (20) *I must get another* This sentence is correct if attention has already been drawn to the other pen, otherwise *another*
- Q 7 Correct the following giving reasons where necessary —
- (1) He is expected to come in three four days

- (2) Mr Wilkins was convicted on the charge of the treason
 - (3) I was compelled to say when I had nothing to say.
 - (4) Why did you say him stupid?
 - (5) Allan became very angry upon William
 - (6) In my time father's will was law
 - (7) William denied to marry Dora
 - (8) After a few time Mary begot a son
 - (9) William gave birth to a son
 - (10) I have not replied him as yet
 - (11) The Bishop is to dine with us on next Thursday
 - (12) Compare Akbar to Aurangzeb
 - (13) She joins me in love to yourself and Mrs N.
 - (14) It is no new thing in you to give pleasure
 - (15) Though he tried his best to convince me but in spite of all his efforts, I was not convinced
 - (16) Your letter always gives me an unique pleasure
 - (17) He is deeply involved with debt
 - (18) Wednesday night last while we were at the supper between the hours of eight and nine, I heard a unusual voice in brick parlour as if one of the hares was entangled
 - (19) I take my dinner at 5
 - (20) I begged him to come and deliver a lecture in our institution
- A. 7. (1) Three or four, (2) Convicted of the charge of treason,
 (3) Compelled to speak Say is generally used when there is, an object expressed or understood
 (4) Call him (5) Angry with (6) A father's will
 (7) Refused We use *deny* when we disavow the truth of a "statement."
 (8) After *some time* See Q 2 (2) Mary gave birth to A man begets and a woman gives birth to
 (9) Begot or a son was born to William See (8)
 (10) Answered We answer a person but we reply to a note
 (11) On Thursday next.
 (12) With (We compare one person with another and one thing with another with a view to find out their likenesses and differences for ascertaining their relative merits, but we compare one person to another and one thing to another with a view to show their likenesses only and not their differences).

- (13) Joins *with* (14) *With* you (15) *Yet* in spite of
 (16) A unique (17) *In* debt
 (18) *Last* Wednesday night, at supper, *an* unusual; in *the*
 back parlour
 (19) *Have* (20) Begged of *We beg* a thing of a *person*

Q 8 Correct the following giving reasons where necessary: —

- (1) This boy savs very good English
- (2) There is no more place in the bench
- (3) If I do not obey him, I will be dismissed
- (4) I called upon your house but you were not in
- (5) Pattent endurance of wrongs is the characteristic of all the Jewish nation
- (6) He is devoted to gambling
- (7) The modern Italians they will not care for the military fame
- (8) They will carry the palm in their military tactics
- (9) The treading over the grave of Sir J Moore by the French and the Spaniards indicates that they should not pay the same respect to him as we but they treat him most contemptuously
- (10) He said to his sister that the beautiful song of the Highland lass is far sweeter than that of nightingale
- (11) He repeated his grammar lesson from his heart, for he knew it by memory
- (12) Antonio agreed with the condition to him
- (13) Portia wrote to Ballario asking him his counsellor's dress
- (14) The Duke said to the doctor to dine with him
- (15) When Portia saw the ring she gave, begged of it to him
- (16) The king said to him that you have lost some of your honour
- (17) There was a great friendship among Antonio and Bassanio And so great was it that they seemed as if possessed of one heart and one purse
- (18) Livingstone was born from poor but honest parents This was the matter of pleasure with him and he was proud of it.
- (19) The music shall be the only means of earning undying fame.
- (20) We buried him in the grave but we did not raise any monument over his grave for his honour, nor did we not inscribe any epitaph in the tablet

A 7 (1) *Speak* (2) *Room* on the bench (3) *Shall be* . *I will*

be dismissed means I am determined to be dismissed which is absurd (4) *At your house* We call upon a person and call at one's house or place

- (5) The whole Jewish nation See Q 2 (5)
- (6) *Addicted* We are devoted to a good cause but addicted to a bad habit
- (7) *They* is superfluous For military fame
- (8) In military tactics they will carry off the palm
- (9) Treading upon *Over* is not incorrect but *on* or *upon* is better, *would* not pay, as we *would*, but *that* they *would*
- (10) Told his sister, *was* far, &c See Q 6 (18)
- (11) *From memory*, *by heart*
- (12) To the condition *with* him We agree *with* a person to a thing.
- (13) Asking him *for* (14) *Invited* the doctor (15) *She* begged it of him See Q 6 (20)
- (16) Told him that *he* had lost some of *his* honour
- (17) *A* is not necessary, *between* Antonio and Bassanio, possessed of one heart and one purse as it were.
- (18) Born of, a matter of pleasure to him
- (19) *The* before *music* is wrong See Q 6 (1), *will be*
- (20) *In the grave* is superfluous, *in* his honour, nor did we inscribe, *on* the tablet

Q. 9 Correct the following giving reasons where necessary —

- (1) I am susceptible to cold
- (2) W was so influenced at her song that when he was so far away from the place, &c.
- (3) Being failed to know the real thing, he was disappointed
- (4) He ought to turn over a new page
- (5) We, ought always to provide amends for wrong doing
- (6) I am afraid I shall not reach the train, it starts at 8 30 o'clock.
- (7) Wrong or right, I am determined to go
- (8) His friends washed in tears, stood round his bed (P U P 1892)
- (9) The history is a hardest subject to learn well
- (10) America was invented by Columbus
- (11) The prisoner was set at freedom

- (12) A coat will defend you from the cold
- (13) He is a noted gambler and ruffian
- (14) Who erected this machine?
- (15) Wherever I went, I have seen nothing but misery
- (16) Go where I will, I saw nothing but misery
- (17) When do you intend to have finished your book?
- (18) When did you intend to finish your book?
- (19) He entered head and heart into business

A 8 (1) *Susceptible of* But *to* also after *susceptible* is used by the best writers (2) Influenced *by* her song (3) *Having* failed - See Q 6 (3) (4) *Leaf* (5) To *make* amends

(6) *Catch* It starts at 8 30

(7) *Right* or wrong (8) Bathed in tears (9) *History the hardest, &c* See Q 5 1) (10) *Discovered*

(11) *Liberty* (12) *Protect* 13 *Notorious*

(14) *Constructed* (15) I *saw* nothing

(16) I *see* nothing For (15) and (16) see the Sequence of Tense.
(17) *To finish*

(18) *To have finished.* For (17) and 18 See Grammar (Infinitive Mood)

(19) *Heart and Soul* (20) omit *as*

Q 10 Correct the following giving reasons where necessary —

- (1) There is no use of acting thus
- (2) His design was in order to be made king
- (3) He gave me opportunity for reading the letter
- (4) What an wonderful man he is !
- (5) I will be under the painful necessity of bringing a suit against your name
- (6) I have something more to speak on this subject.
- (7) Give over of doing this
- (8) Each of us have separate rooms to live in (P U P 1892)
- (9) He came at my house
- (10) He has eaten no bread nor drunk no water for two and a half hours
- (11) Either you or I are in the wrong
- (12) Such expressions sound harshly
- (13) Let you and I go together

- (14) He confused up two different things (C U P 1892)
 (15) Neither William nor Charles were there
 (16) He is of all others the ablest writer they have
 (17) Are either of those horses yours?
 (18) There let him lay (C U P 1891)
 (19) Will we see you here to morrow?
 (20) Shall you go to the auction?

A 9 (1) *In* acting thus (2) Was *to be made* *ling* (3) *An* opportunity of *reading* the letter (4) *A* wonderful (5) *Shall be*. (6) *To say* on this subject (7) Give over doing this. (8) *His separate room* (c) Came to my house. (10) *Nor drunk any water for two hours and a half* (11) *Either you are in the wrong or I am* (12) *Harsh* (13) *Let you and me* etc. (14) He *confused* *tw* etc (15) *Was* (16) *Above all others* (17) *Is* (18) *Lie* (19) *Shall we* etc. (20) Both *shall you* and *will you* are *correct* In *shall you* it is an inquiry about a future event in *will you*, it is an inquiry about the wish of the person addressed

Q 11 Re write the following, correcting any mistakes of grammar, spelling, punctuation, &c. that you find in the original —

I am much sorry to hear that you have been ill In spite of my warnings I expect you have been working too hard The Principal involved in the proverb all work and no play makes jack a dull boy is a sound one, and though you may think you can neglect it with impunity, but you will find you have mistaken Until you have a good health again I can not recommend for you to be a Doctor As the practice of that profession is too arduous, and you would not benefit your any patients Certainly none of your family members would come to you in order to be cured (P U P 1891)

A 11 *Very* sorry I think *too* hard = The *principle* proverb, "All work and no play, makes Jack a dull boy," *yet* are mistaken Until you have good health, recommend you to be a Doctor As the practice very arduous, you will not benefit any of your patients Certainly, no number of your family

Q 12 Correct the following giving reasons where necessary —

- (1) But the farmer at first did not look her
 (2) Mr Scott called at us yesterday
 (3) I will feel much obliged if you would kindly send me the book per bearer
 (4) He refrained from food for a whole day

- (5) I will be glad to see you
- (6) I shall give you timely notice of my success
- (7) In his bankrupt circumstance he prefers a pension to be substituted by a sum of ready money
- (8) The lecturer said that a luxurious vegetation always required an abundant supply of heat and moisture
- (9) This the man whom everybody said was off his wits
- (10) Put was many furnitures as will contain in the room
- (11) He was ruined by dirt, losses, mischief and others
- (12) My remark, to-morrow, was referred to his behaviour
- (13) He asked that how much it costed
- (14) "When are you going?" On the last but one day
- (15) He thinking his brother to be dead, became much sorrowful
- (16) I have not seen him long since
- (17) The drunk man tried to pick up quarrel with me, but I denied to quarrel him
- (18) Many boys have taken admission into the first year class
- (19) All this is foreign from the subject
- (20) My wishes are opposed in every turn

- A 12 (1) *See or look at* (2) *Called upon us* We call upon a person but call at a person's house (3) *Shall* See Gram (4) *Abstained* (5) *Shall be* See Gram
- (6) *Will* It expresses promises on the part of the speaker
 - (7) *Circumstances* *Circumstance* when singular means 'occurrence,' but when plural it means 'condition,' the sense required here *Replaced* But if the word 'substituted' be retained, it must be followed by 'for' and not 'by' and the order of the words must be inverted The sentence would then stand thus He prefers a sum of ready money to be substituted for a pension
 - (8) *Luxuriant Requires* (Universal truth Hence present tense)
 - (9) *Who* *Off his head, or out of his wits* (10) *Like poetry, business, scenery, &c* furniture is never used in the plural. Put as much furniture in the room as it will contain Contain in the given sentence is without a subject
 - (11) *Etcetera* *And others* can be used in the sense of *and other persons* when some persons are already mentioned
 - (12) *Yesterday Referred* *Refer* is used here intransitively, *behaviour* (13) *That* is redundant *Cost* (14) *On the last day but one*

(15) Very sorry (16) For a long time or it is long since I saw him last

(17) *Drunk* man, *to* ¹*pick* a quarrel, *refused* to quarrel with him

(18) *Been admitted* (19) Foreign *to* (20) *At* every turn

Q 13 Rewrite the following correcting the errors in idiom.—

I cannot call into my mind that in any other occasion such large defalcations have been brought into the light. Although warnings after warnings were made to the accused, but they could not be prevailed to keep honest. The case of the first prisoner resembles to that of the second but seem to have thought of their conduct as a good joke. I have no fondness to pronounce heavy sentences, but I must give the prisoners enough of time to reflect over their crime before they are set at freedom. (C U P 1889)

A. 13 I cannot call to mind that on any other occasion such large defalcations were brought to light. Although warning after warning was given to the accused, they could not be prevailed upon to be honest. The case of the first prisoner resembled that of the second, both seem to have thought their conduct a good joke. I have no fondness for pronouncing heavy sentences, but I must give the prisoners enough time to reflect upon their crime before they are set at liberty.

Q 14 Correct the following giving reasons where necessary —

- (1) I will have much pleasure in going with you to the meeting
- (2) "To morrow shall be a holiday" said the student.
- (3) He is over his ears and his head in love
- (4) From last to first he never lost heart and hope
- (5) I hope that I shall be hanged to morrow
- (6) The book is bound in calf with gilded edge } (C U P 1891) -
- (7) Keeping up night makes one sleepy next day (C U P. 1892)
- (8) He said to accept your kind invite
- (9) The book is different to the one of my brother's
- (10) This is one of the finest ships that have ever been built (C U P 1892)
- (11) Do not despair to pass the examination though you had been hindered to study (C U P 1893)
- (12) He asked me that why had I not availed of the permission granted (C U P 1893).
- (13) Boys act wrong when they try to deceive each other
- (14) He encouraged me for applying after that post.

- (15) There is not so large a city in whole India than Calcutta. (O U P 1893)
- (16) If either of these books are yours tell me who you wish it to be given to (J U P 1894)
- (17) On my reaching to the office, my master told that since a long time you are not doing satisfactory work. He added that I will recommend for your dismissing (O U P 1896)
- (18) I cannot avail of your too kind invitations to go to yours during the time of holidays (O U P 1896)
- (19) If you are to give the Honours examination in English language in next year, why you are not commencing your study now? (J U P 1896)
- (20) The governor disposed quick the complaint (M U P 1888)
- A 14 (1) *Shall* (2) *Will* *Shall* here denotes *can* and or *order* which is absurd in the case of the student. It can be very well said by a teacher (3) *Over head and ears* (4) *First to last* (5) *I fear* I shall be &c (6) The book is bound in calf and has gilt edges (7) Staying up late at night makes one sleepy next day (8) *Told me, invitation* (9) *Different from my* brothers (10) *Correct, so that* stands for ships. See Q 18 (3) (11) *Of passing, have from studying* (12) He asked me *why I had not availed myself* &c. Myself is used reflexively with *of* before the thing used (13) *Wrongly, one another* (14) *To apply* for the post (15) *So large a city in the whole of India as* (16) *I, to whom* you wish it to be given (17) *On my reaching the office, my master told me that for a long time I had not been doing satisfactory work.* He added that *he would recommend me for dismissal* (18) *Avail myself, very kind, to go to your house, during the holidays* (19) *If you are going to appear in honours in English next year, why are you not commencing your studies now?* (20) *Disposed of the complaint quickly*
- Q 15 Correct — (a) Seeing I was too tired, he said me to take my seat and partake little refreshment (6) He was very much angry, because although he was two years more senior than I, he was failed, and I was passed in First Division (c) He gave me hearty reception, saying that from long time I do not see you. When I have been since we have met? Again saying you I have much pleasure. (O U P 1900)
- A 15 (a) very tired asked me partake of refreshments (b) very angry two years senior to me, he failed but the first. (c) a hearty for a long time he had not seen me and asked me where I was since we meet and that he had much pleasure in seeing me

Q 16 Correct the following giving reasons where necessary :—

- (1) The sailor leaped of the ship and speedily reached to the shore (M U P 1888)
 - (2) He seldom or ever makes a mistake
 - (3) Not only he spoke coldly but roughly even } (M U P 1888.)
 - (4) The king ordered the rebels to be slain who had never been cruel before.
 - (5) This is very different to that
 - (6) I cannot comply to your request (7) There is no reason of going there
 - (8) He was more popular but not so much esteemed as his predecessor
 - (9) As I am unwell, I am unable to attend school and I request you to excuse me my absence (M U P 1891)
 - (10) If there had been any fault in his conduct, his critics would have pointed them out
 - (11) 'Men' are in the plural, because it means more than one
 - (12) You should not fear for death if you spend your time by doing good
 - (13) He determined unhesitatingly to go at once
 - (14) He did not intend to hurt the man but only to frighten him
 - (15) He killed seven birds in one shot
 - (16) There is not a so fine city in the whole India than Calcutta. (B U P 1910)
 - (17) A man on whom you can confide
 - (18) Ram envied Govind of his good fortune when he was invited for the entertainment (M U P 1893)
 - (19) If your honour shall be kind on me and confer me lowest posts I shall be able to enjoy with my family stock and thereby maintain fairly with the pay no sooner I get this favour I will be quite happy until I live (B U P 1892)
 - (20) He told, with regard to my old habits If you do not study then how you will pass (A U P 1892)
- A 16 (1) Leaped *over board* Reached the shore (2) Or *never* (3) Not only *did he speak coldly* but even roughly too (4) The king *who* before, ordered &c (5) Different *from* (6) Comply *with* (7) *For* (8) He was more popular *than* his predecessor but not so much esteemed *as he was* (9) I *ask you kindly to excuse my absence* (10) Pointed *it* out (11) *The word 'men'* is &c (12) *Fear death*, *by* is redundant here, (13) He *unhesitatingly* determined &c *Unhesitatingly* modifies the whole clause determined &c (14) He intended only *to frighten the*

man and not to hurt him Not should not qualify intend.
 (15) *At* (16) Not so fine a city, the whole of, as (17) *In*
 (18) When Gobind was invited to the entertainment Ram
envied him his good fortune (19) If you be kind to me and
confer on me the lowest post I shall be able to live happily
 with my family and maintain them *on my pay* If I get
 this favour, *I shall be quite happy until I die* (20) He said
 with regard to my old habits "If you do not study how will
 you pass?" OI, with regard to my old habits he asked me
 how I could expect to pass if I did not study

Q 17 Correct the following giving reasons where necessary —

- (1) I shall come to Lucknow direct, but if I shall visit Cawnpur it shall delay me two days (A U P 1892)
- (2) Such students will be allowed to compete who have passed Entrance Examination (A U P 1892)
- (3) This language is not only hard to write, but also to read
- (4) A mountain was in sight, with at its foot a small but picturesque village
- (5) They accused him for neglecting his duty
- (6) I caught hold upon him at the left arm
- (7) I have got some cloth
- (8) They have any cloth
- (9) Have you got some cloth?
- (10) Have you got any cloth?
- (11) He had many breads
- (12) I have much loaves of bread
- (13) He had some bread
- (14) I have some loaves of bread
- (15) Influenza has raged in the city since Monday last
- (16) No sooner I came in I went out again (A U P 1896)
- (17) We heard of him having met with an accident
- (18) They persisted to do what they knew to be wrong
- (19) He fell down from his horse on the ground
- (20) Please pass order for his release (P U P 1896)

(A. U P 1893)

(A U P 1896)

A 17 (1) If I visit Cawnpur, *I shall be delayed* &c (2) *As* have passed the Entrance Exam will be allowed &c (3) This language is *hard not only to write* but &c *Not only* must be placed before the clause it qualifies, (4) A mountain *with a small but picturesque village at its foot*, was in sight, *with a small* &c refers to mountain and must be placed after it (5) *Of* (6) *Of* him *by* the left arm (7) I have some cloth Here *got* is redundant (8) *Some* (9) Have you some cloth?

See (7) (10) Have you any cloth? See (7) (11) *Loaves* (12) *Many loaves of bread* (13) *Some loaves* (14) *A few loaves of bread* (15) *Has been raging* (16) *No sooner did I come in, than I went out again or as soon as I came in I went &c.* (17) We heard of *his* having met with an accident (18) *Persisted in doing &c.* (19) *On the ground* is redundant. (20) *Orders, order* is always used in the plural where an official command is intended to be expressed

Q 18 Correct the following giving reasons where necessary —

- | | | |
|--|---|----------------|
| (1) Please give me some blotting | } | (P U P 1896) |
| (2) They made fiercest attack on him | | |
| (3) He weighed himself 2 mounds | | |
| (4) He found the place with somewhat difficulty | | |
| (5) What will be ensued on this? | | |
| (6) Hindus use to burn their dead | | |
| (7) The examination will begin from Monday. | | |
| (8) One must keep his promise | | |
| (9) Steam engine has brought too great change in the world that we astonish when we see that result | | (P U P 1886) |
| (10) I request your favour of giving me an appointment | | (P. U. P 1889) |
| (11) I don't know nothing at all | } | (P U P) |
| (12) He addressed his letter to Mr Jones Esqr | | |
| (13) He denied that he was not a thief | | |
| (14) My brother had come on the train | } | (P U P) |
| (15) I have applied to the principal of the L M S Institution for a freeship | | |
| (16) Promotions will be given on the 26th of January | | |
| (17) Open the first page of your book. | | |
| (18) He was walking with his head open | | |
| (19) His head was changed with what they said. | | |
| (20) I was talking yesterday with Head master, and he said that the happiness is to be found only in the doing the duty. | | (B U. P 1911) |

A 18 (1) *Blotting paper* (2) *The*. (3) *Himself* is redundant. (4) With *some* difficulty (5) *What will ensue* or *this*? (6) *Hindus or the Hindus used* to burn their dead (when *past time* is meant) but simply *burn their dead* (when *present time* is meant) The verb *to use* in the sense of *to be accustomed* is never used in the present tense (7) *On Monday* (8) *One's* *One* is always followed by *one*.

(9) *The steam engine has brought about so great a change in the world that we are astonished when we see the result* (10) *I request the favour of your giving me an appointment* (11) *I don't know anything at all* (12) *Mr Jones* simply We never put *Esqr* when we have already put 'Mr' before (13) He denied that he was a thief' The sentence as it stands means that he confessed that he was a thief (14) *By the train* (15) *Free studentship* (16) *Will be made* etc This is a more correct expression than *will be given* (17) *Open your book at* (18) *Head bare* (19) *Turned* 20) the Headmaster, that happiness was to be found only in doing one's duty

Q 19 Correct the following giving reasons where necessary —

- (1) I request that you would be kind upon me (P U P 1891)
- (2) I compassioned to his woes
- (3) If I had known you needed money, it would be a pleasure to me to give it to you
- (4) He will likely arrive after a few days
- (5) It cost me hundred rupees
- (6) I love you more
- (7) Bacon as well as Shakespeare were read
- (8) Fool many a flower is born to blush unseen
- (9) The prize will be competed by the members of all the associations
- (10) I have been suffering from fever from Friday morning
- (11) I have strong headache
- (12) Please put this mark by the name
- (13) You must be knowing that all candidates of whom spelling is most bad will not receive possible marks (B U P 1911).
- (14) We regret that it would be so

A 19 (1) *I hope or beg of you that you will be kind to me* (2) I had compassion on his woes (3) *That* you needed &c., *it would have been* (4) He is likely to arrive in a few days (5) *A* hundred rupees (6) Correct, because *than* is used as a preposition (7) Correct (see pp 71,77 and Paper 18, Q 7) Nesfield use the singular verb (8) Correct (see p 100) (9) Competed *for* (10) *Since* Friday morning *From* is used when we have both the beginning and the end of the period mentioned, as *from* Friday *to* Monday (11) *A* bad (12) *Against* (13) Must know, whose, very bad, pass marks (14) *Should*

Q 20 Correct the following giving reasons where necessary —
(C U P 1898)

- 1) I went to home to morrow and on reaching to home I told my father that since a long days I was made many progress He was too much pleased
- 2) I was at yours last month and saw your elder and he gave me a kind invite for spending the holiday It won't rain I don't think
- 3) This is one of the most difficult papers that has ever been set I never have nor never will approve such a paper Tell me who you saw
4. 21 (1) *Went home, yesterday, reaching home*, because the verb *to reach* is a transitive verb, *for a long time* See Q 1
- 1) and (2) *Have been making much progress, very much pleased* See Q 1 (9)
- 2) Your *house* or *place* *yours* can be used where the word *house* or *place* is already mentioned, *elder brother, a very kind invitation, spend the holiday with him* I don't think *it will ruin*
- 3) That *have* because *that* stands here for *papers* See Q 1 (10) I never have approved nor *will* I *ever* approve such a paper (When *nor* means *and not* the verb precedes the subject) Tell me *whom* you saw *N B*—"When the verb *to approve* means to sanction officially, it is used transitively, e g, *to approve the decision* of a court-martial, but when it means *to be pleased*, it is often followed by *of*, e g *I approve of the measure* But the tendency of modern usage is to omit *of*, as, "*I approve the measure*" Webster

PART VII.

CHAPTER I.

LETTER-WRITING

The following outline will give a bird's-eye view of the formulæ of address and subscription to be used in letters in respect of persons standing in various relations to the writer

RELATIONSHIP	FORMULA OF ADDRESS	FORMULA OF SUBSCRIPTION
I Relatives (father, mother, brother, &c.)	My dear or My dearest,	<ol style="list-style-type: none"> 1 Yours affectionately 2 Affectionately yours. 3 Yours (very or most) affectionately 4 (Very or most) affectionately yours 5 Yours most affectionate son or brother, &c
II Friends	Dear or My dear	<ol style="list-style-type: none"> 1 Yours sincerely or truly 2 Sincerely or truly yours 3 Yours (very or most or ever) sincerely or truly 4 (Very or most or ever) sincerely or truly yours
III Officials		
1 The Governor of Bengal	Sir	I remain, Sir, Your most obedient servant.
2 A Judge of the High Court		
3 A Magistrate		
4 The Director of Public Instruction		
5 The Principal of a College		
6 The head of offices, &c &c &c		

IV Mercantile Firms Sirs or Gentlemen Yours faithfully

V Clergymen

Rev Sir or
Rev and Dear Sir

- 1 Yours faithfully
or
Faithfully yours
- 2 If the Clergyman is well-known to us then we can end the letter with Yours (or yours very or most) sincerely or
or
Very or most sincerely, or simply sincerely yours

VI Strangers

Sir

I remain,
Sir,
Yours faithfully

VII Doctors of Law, Medicine, Science, &c, or Professors in a University

Dear or My Dear Dr Martineau or Dear or My dear Professor Huxley or even Dear or My dear Doctor or Professor
These forms should be used where considerable intimacy exists between the persons or else the forms should be *Sir* or *Dear Sir* or *My Dear Sir*

- 1 Yours sincerely or truly
- 2 Very truly or sincerely yours

VIII Acquaintances

Dear Sir or My dear Sir (My dear Sir implies a greater degree of familiarity than Dear Sir)

- 1 Yours sincerely or truly
- 2 Sincerely or truly yours
- 3 Yours most or very sincerely or truly
- 4 Most or very sincerely or truly yours

Correct the following Letters —

(The corrections have been put in italics)

I To

A BUSINESS FIRM

SIR,

Please send a Bain's Grammar to me by the hand of bearer who will make you payment in the money I give him

Yor sincerely
KRISHNA DAS PAL

Ans

*Lower Circular Road,
24th June, 1892*

Sirs (or Gentlemen),

Please send *me a copy of* Bain's Higher English Grammar *per* bearer He will *pay you for it from* the money I *entrust* him *with*

Yours faithfully,
KRISHNA DAS PAL

(On the Envelope)

MESSRS THACKER, SPINK & Co,
Publishers and Booksellers, Calcutta.

NB —The date may be written in various ways, *e.g.*, (1) 24th June, 1892 or (2) June 24th, 1892 or (3) 24 June 1892

II To

THE PRINCIPAL OF A COLLEGE

40, Wellesley Street, Calcutta
January 24th, 1894

SIR,

A letter has come yesterday saying of my father's very illness This request^s my leaving in the direction of home presently Please will you let me go for a week?

Yours obedient servant,
RAM GOPAL CHATTERJI

Ans

(The date and address are all right)

SIR,

A letter *came* yesterday *with the news* of my father's *serious* illness This *necessitates* my leaving *for* home *immediately* *I would* you please excuse my absence from College for a week?

Yours obediently,
RAM GOPAL CHATTERJI

(On the Envelope)

To

THE PRINCIPAL, etc etc

NB —If the writer happens to be a pupil of the Principal as the case very often is, he may begin with *Dear Sir*, or even *My dear Sir*

III To

THE DIRECTOR OF PUBLIC INSTRUCTION,
(on hearing of a vacancy)
40, Goabagan Street, Calcutta
7th December, 1896

HONOURD SIR,

I am a poor man and desirous for getting Govt post of which there is one in your disposal, as the second Master of—School is dead of fever all of a suddenly

I was educated in the L M S Institution, having passed my Entrance Examination in the 2nd Division in 1885 and since teaching in a Primary School, I have thus gained experience as teacher and have some testimony too, which I beg to enclose

I shall render you every satisfaction in my power if you mercifully grant me my request

Your's most obedient servant,
SITA NATH MULLICK

Ans

To

SIR ALFRED CROFT, K C I L, M A, D I,
Director of Public Instruction,
Bengal

I am desirous of entering the Government educational service and I hear you have a vacancy at your disposal, due to the sudden death from fever of the second master of—School

I was educated in the L M S Institution and passed the Entrance Examination in the second division in 1885 I have since been employed as a teacher in a Primary School, and have thus gained some experience in that line

I enclose copies of testimonials as to my character and attainments and beg of you to kindly consider my case

I have the honour to be,

Sir,

Your most obedient servant,
SITA NATH MULLICK

40, Goabagan Street,
CALCUTTA

Dated the 7th December, 1896

(On the Envelope)

To

SIR ALFRED CROFT, K C I L, M A, D I,
Director of Public Instruction,
etc etc

OBSERVATIONS

(a) In all official letters the date must be put at the end on the left hand side

- (b) The initial form of address, if repeated before the subscription, *must not be different, i.e.*, if we begin with *Sir* we must end with *I remain Sir*, and can never use either *I remain Dear Sir* or *I remain My Dear Sir*
- (c) *Yours* is never used when a noun follows it, *e.g.*, we should never say *yours obedient servant* or *yours most affectionate son &c*. Here *your* should be used instead of *yours*
- (d) Such forms as *Honoured Sir* or *Respected Sir* should be avoided
- (e) *Yours* should never be used with the apostrophe

IV To
ONF'S FATHER, asking his permission to
join the MEDICAL COLLEGE

(Correct Form)

81, BARANASHI GHOSE'S STREET, CALCUTTA
12th February, 1887

MY DEAR FATHER,

I am about to finish my Arts course and am thinking of studying Medical Science. For years I have looked upon the Medical profession as the noblest in life, and one in which I can be of great service to you. I have moreover a taste for it, and nothing will give me greater satisfaction than to be allowed to adopt it as my own. By doing so I hope to prove in years to come a blessing to you as also to mankind.

Anxiously awaiting a reply and with love

I remain,
Your affectionate son,
NILMADHAB SEN

(On the Envelope)

BABU KALI PADA SEN, M.A., B.L.,
9, MUIR ROAD,
ALLAHABAD

V To
' AN INTIMATE FRIEND
(Correct Form)

ELCIN ROAD, CALCUTTA
28th February, 1892

MY DEAR KALI,

It was such a pleasure to me to hear from you after so many months, and what was more, to know you intended coming to see me during the holidays. I wish you could come at

CHAPTER II

ESSAY-WRITING

In writing an Essay the student should take note of the following points —

- (1) Try to have a clear idea of the subject
- (2) Collect the requisite material
- (3) Make out a clear outline and jot down the main heads of the subject in their logical order. Avoid irrelevant points
- (4) Keep the central thought of the Essay always before your mind
- (5) Avoid repetition as far as possible
- (6) Try to write *short* sentences in simple good English
- (7) Make your paragraphs as short as possible
- (8) Avoid such stupid abbreviations as *wh* for which, *w'd* for would, *&* for and, *exam* for examination

THE FORCE OF HABIT

Habit is termed second nature, and indeed it is so. When once we contract a habit, it is almost impossible to give it up, and we are apt to regard it as a part of our nature. We should therefore be very careful in forming a habit, for, when once formed, it is likely to be a life long companion.

We have all possibly heard of the old man in the Arabian Nights whom Sindbad found so much difficulty in displacing, when he clung to him. This simply illustrates the power which habit exercises over our mind. Unless we are very careful, a habit innocent though it may seem at first, quietly and gradually takes possession of us and when we realise its baneful effect and wish to get rid of it, we find ourselves inextricably entangled in its meshes. Let us, for example, take the habit of smoking. One would hardly call it morally vicious, though it is in no wise a habit to be commended. Many of us have tried to give it up yet how few of us have succeeded in steering clear of it. We may mention other habits which, contracted in recklessness are so injurious that they leave their indelible mark on the whole constitution. Drinking is a typical example of this. There is nothing in it to attract a person in the beginning, but when once a man tastes the pernicious liquid, he contracts the vicious habit of continuing his drinks, and eventually loses his manhood and becomes a slave to the demon of drink. It has often been seen that a man does something wrong reluctantly at first, but a mere repetition of the act creates a habit in him which he finds very difficult to overcome. We should therefore be particularly careful not to allow this

powerful adversary to have the upper hand, for should it succeed in enslaving us we run the risk of wrecking our future happiness, as it is not easy to escape its vice like grip. Habit exercises considerable control over the formation of character. In fact, moral progress depends mainly on the cultivation of good habits. Wise parents, therefore, should inculcate upon the susceptible minds of their children the necessity of cultivating them.

PHYSICAL EXERCISE.

Physical exercise is essential to true education. It gives a healthy tone to the different members of our body and makes them thoroughly strong, and fitted for doing their duty. Bodily strength is as much needed as intellectual activity in ensuring success in life. Physical exercise is, therefore, an essential requisite which every student should cultivate. If we want to be strong, healthy, and free from diseases we should take regular exercise. Those who are in Schools and Colleges, and have therefore to use their brain a great deal, should not neglect to take part in some kind of athletic sports.

safely predicted by observing his career as a student. This is the period which leaves its lasting mark on his character. At this period the mind of the student is plastic and is susceptible of influences, good or bad, and he must take special care in choosing his friends. A man is known by the company he keeps. If the student always moves in a good circle, his friends with whom he associates will help him in moulding his character, but if he mixes with bad boys, they will ruin him for life. A student must always be regular and methodical in what he does. He should begin by making a routine or programme of work, and should follow it conscientiously and regularly. It will not only help him in preparing his lessons but also teach him how best to utilise his time. He must have fixed hours of study. The morning is the best time for it. The brain is then cool and refreshed after a sound sleep for some 6 or 8 hours. The forenoon is spent generally in attending school or college. The student should spend the evening in taking part in some sort of physical exercise. If of a weak constitution he must devote an hour at least to walking which will not only strengthen his body but refresh his mind as well. The student must sleep soundly (say for six hours) to recoup his brain power, but if he goes on continually overworking himself, his health will very soon be undermined. The food he takes must be substantial and nourishing but on no account should it be rich. In short, he must lead a simple life and avoid gaiety and luxury. He must never indulge in intoxicating drugs and liquors. These should be regarded as poison. He should never allow anything to distract his mind, but concentrate his whole attention on his studies. He must be attentive, diligent, painstaking, industrious, honest and god fearing. He should respect his teachers and obey his superiors. He must not be proud or self sufficient, and should always be amenable to reason. Such a student will be the pride of his family and is sure to be a very useful member of the society to which he belongs.

THE NEWSPAPERS

The Newspaper, as its name implies, is used for the diffusion of news or intelligence, and as such it is no doubt very useful. The utility of newspapers is very great, provided they are conducted in a good spirit. They enlighten us as to what is going on around us, and to a certain extent fill the place of histories in giving us contemporary intelligence. By means of newspapers we come to know of the latest development of a political problem which interested us during our historical studies. The press increases our sympathy, and we take interest in matters which would never have won our attention unless we had read newspapers. What a deep interest has been taken in the case of the Armenians, who were being cruelly massacred by the Turks! All the nations on the earth have deeply sympathised with the suffering of the poor Armenians. All this had been done

mainly through the instrumentality of newspapers, for, how could we have been informed of the events that were taking place in a far-off region, had not the thrilling telegrams of Reuter's agency been published in the columns of newspapers? Thus we see that the newspapers are doing yeoman's service in binding the whole world in bonds of union and sympathy. Then again the press furthers the cause of education, and by its means we become cognisant of the latest discoveries in science and art. Take for example, the discovery of the Roentgen rays which is likely to be the grandest and the most useful discovery of the country. There is no doubt that newspaper-reading increases our stock of knowledge, and as much it is a potent factor in promoting the cause of civilisation. One of the most important uses of the newspaper is that it educates the mass in political and social matters. The education of the mass is an important thing in the history of the growth of a community, and anything which furthers its cause should not be slighted. Newspapers, if properly used, may be of great help to us. But students of a tender age should not acquire a taste for newspaper-reading as they are likely to neglect their studies if they take to such light reading as newspapers afford. It is therefore the duty of parents and teachers to see that the minds of their boys be not diverted from their studies for the sake of acquiring general knowledge, which can safely be acquired later on in life.



The following subjects have been sketched out in outline to be filled in by the students

I PUNCTUALITY. (C U P 1911.)

(1) *The meaning of the word*

(2) *The value of time* Time is short and therefore precious. Time and tide wait for no man. Care should be taken to use it wisely.

(3) *The habit of punctuality* When and how most easily acquired. Contrast a punctual boy with an unpunctual boy at school. Punctuality in school is absolutely necessary for the efficiency of each class.

(4) *The value and importance of punctuality*—to the student,—to the businessman,—to the professional man. Punctuality is the soul of business. Punctuality in business is necessary to enable our correspondents to keep all their engagements. Punctuality in travelling is necessary for comfort and ease, otherwise we lose trains, miss steamers, arrive at places at awkward times.

II WEALTH (C U P 1912)

(1) *General acceptance of the term* — the duties of the wealthy, their opportunities if doing good—to individuals, to communities, their temptation, extravagant expenditure is to be avoided, wealth does not always lead to happiness, a competence preferable

(2) *Uses of wealth* —A man can do a lot of good by his wealth establish schools, colleges, universities, hospitals, dispensaries, sink wells, excavate tanks, make good roads, award scholarships, medals &c.

(3) *Abuses of wealth* —to spend money in drinking, leading a dissolute life, to oppress the poor—such as Zemindars in this country oppress their tenants

III TRAVELLING (C U P 1912)

(1) *Its object* —the delights of visiting strange lands, seeing magnificent scenery, coming in contact with other nations and learning their habits and customs

(2) *Means of travelling* —(a) by land and (b) by water The steam has revolutionised the world annihilated time and space

(3) *Advantages of travelling* —increases our knowledge, broadens our ideas, makes us more liberal, removes our prejudices, helps us to introduce reforms in our own country

(4) *Some great travellers of olden times* —Mango Park, David Livingstone, Henry Morton Stanley &c

Write —Essays on the following subjects, following the plan suggested —

I THE MONKEY (C U P 1911)

Points —Description of its bodily make and appearance, its mode of life and habits in the free state, its food, its intelligence, its mischievousness the monkey as a domestic pet

II THE HORSE (C U P 1912)

Points —Its natural appearance—its utility—‘one of man’s most useful servants’—an anecdote to illustrate the above

III THE FOOT-BALL

Points —Description of the game, there must be eleven players on each side, the object is to score goals and prevent the other party from doing the same Rules and improvement of the same Qualities required in a player—skill, strength, speed and weight Its influence on character—teaches fair play, to control temper, not to be vindictive—to subordinate individual to combined interests

IV BREAD

Points — Staple food in many countries made of flour, yeast, salt and water, thoroughly kneaded into a thick paste called dough, set in a warm place—the yeast causes the dough to swell—then the dough is kneaded again and made into loaves—then put into an oven and baked into bread. It is strengthening, easy to digest. A day old bread is easy to digest than the newly baked.

V THE INDIAN CROW

Points —Description of its appearance—where it is found—eminently social but not strictly gregarious—roosts in company in vast numbers—great clamour in selecting a spot—gets up early in the morning—disposes in parties, sometimes to great distances—lives on crumbs, boiled rice or vegetables, meat, rotten things—breeds from April to July—builds nests in trees and corners of houses—eggs, four in number—greenish blue, spotted and blotched with brown—bold—very cunning, most vigilant noisy and uproarious at the sight of a dead crow. They prove sometimes a great nuisance—but they serve a good purpose also.

VI THE CHOICE OF A PROFESSION

Points —A most important inquiry—it fixes one's plans, and, to a large extent, determines extent one's whole future life. Principles in choosing a profession. (a) What am I best for? (b) Which employment presents the best openings? (c) Which profession does the greatest good to mankind? (d) Which profession is already over-stocked? (e) which profession is open to big temptations? The various professions —The Bar, Medicine, Teaching, Engineering, Trade and Commerce.

VII THE POWER OF STEAM (O U P 1915)

Points —Discovery of its power, James Watt and the lid of the kettle—the application of its power. George Stephenson and the locomotive—disastrous effects such as boiler explosions—advantages, increases man's power of manufacture—opening up of the world—railways and steamships—conclusion.

VIII FRIENDSHIP (O U P 1915)

Points —Its definition—its uses and advantages—the friendship of the wicked—examples from mythology and ancient history—firm friendship rare—causes of this conclusion.

IV THE FAMINE OF 1896-97

(1) The greatest famine in India even when compared with the previous famines of Madras, Orissa and Behar.

(2) It was mos. severely felt in the Central Provinces and the United Provinces The condition of Bengal, Madras, Bombay and the Punjab

(3) The cause of the famine Failure of the rice crop, caused by the scarcity of rains

(4) Description of the Central Provinces People dying in their huts, drooping on the wayside, &c Thousands of famished souls dying of starvation The picture of these famine-stricken people They have been reduced to skeletons Some have not the strength to move about

(5) The precautions Relief Works The Indian Famine Relief Fund The Lord Mayor's Indian Famine Relief Fund Private subscription Grain from Burmah, Russia, America and other countries

(6) The duty of Government

(7) General reflections What do famines teach us? Our attitude to God in times of prosperity Are these famines helpful in any way? Our duty to our famished brethren Quote examples of self-sacrifice, e.g. Pundita Ramabai

V SELFISHNESS

(1) Selfishness is that supreme self-love or preference, which leads a person to direct his purposes to the advancement of his own interests, power, or happiness, without regarding those of others He tries to appropriate to himself as large a share as possible of the good things of this world

(2) History gives many conspicuous instances of selfishness For example, the Roman Emperors used their immense power for the purpose of gratifying their sensual pleasure Henry VII and Charles II were typical examples of selfishness Selfishness is not simply confined to monarchs, but is found in all grades of society

(3) The main characteristics of a selfish man (a) He wants to have an unfair share of everything (b) He himself never thinks of sacrificing anything for the good of others (c) But he wants other people to sacrifice their interest for his (d) His own self is the centre towards which all his interests gravitate

(4) A selfish man is never happy True happiness consists in making others happy A selfish man never receives kindness or assistance from his fellowmen He cannot enlist the sympathy of others

VII PRESERVATION OF HEALTH

(1) Sound health is perhaps the greatest blessing of all It therefore deserves our greatest attention

(2) The necessary requisites for the preservation of health (a) Proper digestion (b) The lungs must act freely (c) The exercise of the several organs (d) Cleanliness (e) Sound sleep for a certain number of hours, not less than six and more than eight (f) The house we live in must be dry and well-ventilated

(3) The precautions which we must take (a) We should never take unwholesome food (b) We must avoid indulgence in any intoxicating liquors or drugs (c) We should never put on damp-clothes or expose ourselves to cold (d) We must neither over-study nor over work

VIII NOVEL READING (O U P 1912)

I *The advantages of reading novels*

(a) By reading novels we can always learn the language in which they are written better than in any other way (b) The novels of Sir Walter Scott, George Elliot and Bankim Chandra give us brilliant pictures of history, and graphic descriptions of the social life of Europe and Bengal, far better than history itself does (c) In novels we have faithful copies of real life (d) They paint the character of people more vividly, more faithfully, and more freely than history (e) They hold high ideals of character before us (f) Good novels give us valuable insight into life (g) It is a good recreation after hard mental labour

II *The disadvantages of reading novels*

(a) They absorb our whole attention and make us forget our daily duties (b) We often waste our time by reading novels, whether good or bad (c) We do not pay proper attention to our studies, because we give undue importance to the reading of novels (d) The novels, if romantic, excite our imagination and, if licentious, excite our passions (e) Excessive indulgence in reading novels may lead to the loss of brain powers

III *General reflections*

School boys, as a rule, should never touch novels. College students may read novels if they can exercise self control, and use moderation and discretion. We must always choose the best novels. We must read novels not simply for the sake of pleasure or while away our leisure hours but for the purpose of learning something and applying it to our daily life.

N B—See our **Text Examination Questions**, for the outlines of a few more Essays

APPENDIX I.

A LIST OF PROVERBS

- All is fair in love and war
All work and no play makes Jack a dull boy
✓ Adversity is the best school of discipline
✓ An idle man tempts the devil
A penny saved is a penny gained
✓ A man is known by the company he keeps
A bad workman quarrels with his tools
✓ A rolling stone gathers no moss
All that glitters is not gold
A friend in need is a friend indeed
A bird in hand is equal to two in the bush
Better late than never }
Better never than late }
Barking dogs seldom bite
Betray no trust, divulge no secret
Idleness is the rust of the mind
Bear and forbear
✓ Brevity is the soul of wit
Coming events cast their shadows before
Cleanliness is next to Godliness
Cut your coat according to your cloth
Do to others as you wish to be done by
Desperate diseases require desperate remedies
Discretion is the better part of valour
Empty vessels make most sound
✓ Example teaches better than precept
Every body's business is nobody's business
Evil communications corrupt good manners
Every man is the architect of his own fortune
✓ Fools rush in where angels fear to tread
First deserve and then desire
Fools make feasts and wise men eat them
Fortune favours the brave
From the frying pan into the fire
God helps those who help themselves
✓ God tempers the wind to the shorn lamb
Half a loaf is better than none
Hope deferred maketh the heart sick
Honesty is the best policy
Habit is second nature
Heaven helps those who help themselves
It's never too late to mend

Jack of all trades and master of none
 Knowledge is power
 Live not to eat, but eat to live
 Look before you leap
 Make hay while the sun shines
 Man proposes, God disposes
 Many a slip 'twixt the cup and the lip
 Marry in haste, repent at leisure
 No rose without a thorn
 No cross no crown
 Nothing venture, nothing have
 Necessity is the mother of invention
 Out of sight, out of mind
 Penny wise and pound foolish
 Prevention is better than cure
 Pride goes before destruction
 Rome was not built in a day
 Righteousness alone exalteth a nation
 Strike the iron while it is hot
 Sweet are the uses of adversity
 Slow and steady wins the race
 The fear of God is the beginning of wisdom
 Take care of the pennies, and the pounds will take care of
 themselves
 The child is father of the man
 Tit for tat
 To err is human, to forgive, divine
 The path of glory leads but to the grave ✓
 Uneasy lies the head that wears a crown
 Union is strength
 Virtue is its own reward
 Waste not, want not
 When wine's in, wit's out
 What can't be cured must be endured

APPENDIX II

QUESTIONS ON GRAMMAR FROM ALL THE INDIAN UNIVERSITIES.

N B A large number of questions set in the Indian Universities have already been answered and incorporated in the book in different places. A list of select questions is given here some of which have also been answered

CALCUTTA UNIVERSITY

NUMBER

- 1 Distinguish between the two plurals of —
Cloth, genius, brother (1912)
- 2 Tell the number of the following, giving reasons for your answer in each case —
Alms, scissors, news, amends, summons, riches, (1912)

Explain the import of the possessives in the following —

- (1) I believe you have a book of mine (2) My friend has a picture of Poussin's (3) He has a garden of his own (4) This news of Ram's must be true (1901)

ADJECTIVES

- 1 Give the two forms of the comparative degree of *late* and distinguish between them in use. What other adjectives have two forms in the comparative? (1875)
- 2 Are the cardinal numerals *below one hundred* ever used in the plural forms? Give examples. Examine whether the singular is correct in the following — (1) I'll take the ghost's word for a thousand *pound* (2) This ten *year* have I served him well? (1885)

ARTICLES

Explain the force of *the* in the following — *The* house that Jack built, he gained *the* advantage, *the* more, *the* merrier, he is *the* poet of Bengal, *the* Queen, they shake *the* head, *the* rich and *the* poor, *the* Punjab, and give another example to illustrate each of these uses of the definite article (1887)

PRONOUNS

- 1 (a) Give examples of the use of the pronoun "*it*" (b) Write sentences showing the grammatical use of —Neither, the other, each other, not, but only (1879).
- 2 *As* and *but* have sometimes the force of relative pronouns Give examples (1881)
- 3 Frame sentences to illustrate the use of (1) *What* as (a) a compound relative, (b) an interrogative, (c) an interjection and (d) an adverb, (2) *That* as (a) a relative, (b) a demonstrative and (c) a conjunction, (3) *Some* as (a) an indefinite pronoun and (b) an adverb (1885)
- 4 Distinguish between the forces of *who* and *that* in (1) The man who excuses himself accuses himself and (2) The man that excuses himself (1885)
- 5 Compare the meaning of *who* in the following sentences —
I met a friend, who told me the news Why should we consult this man, who knows nothing of the matter?
This is the man who spoke to us yesterday

VERBS

- 1 Give the various meanings of the verbs *get* and *give* in combination with the words named —
Get—away, over, on, off, rich, riches, by heart
Give—up, in, out, over, way place, ear (1875)
- 2 From sentences to illustrate the various uses of infinitive mood (1886)
- 3 Illustrate by examples the difference between *tell* and *say* (1887)
- 4 Exemplify and explain three different senses of the verbs—*do*, *go*, *make*, *run*, as currently used (1892)
- 5 Exemplify in three pairs of short sentences the Transitive and Intransitive uses of these verbs —*return*, *gain*, *get* (1896)
- 6 Turn into passive voice —(a) His elder brother taught *him* *English* (b) The dyer dyed the coat *blue* (1896)
- 7 Show how the use of *may*, *might*, *will*, *would*, in a subordinate sentence, depends on the tense of the verb in the principal sentence (1873)
- 8 Illustrate by examples the uses of the present tense as expressing (1) an historic present, (2) a future indefinite (3) a universal truth, (4) an habitual state, (5) the possession of a faculty, (6) a single act (1885)

- 9 Give rules for the correct use of the subjunctive in English (1897)

SHALL AND WILL

- 1 Explain the exact force of each of the different forms of *shall* and *will* in the following, pointing out any incorrect use that may occur —(a) Shall you see me to-morrow?—I will (b) Will you see me to-morrow?—I shall (c) Will I see you to-morrow?—You will (d) This construction I should think, is faulty (e) I would attempt it if you should fail (f) I warned you, but still you would venture (g) What if my valour should leave me?—for valour will come and go (1885)
- 2 Contrast the uses of *shall* and *will* when employed as auxiliary verbs, showing by examples how the meaning varies according to the person used (1888)
- 3 State the sense of *shall* and *will* in the different persons when the sentence is a simple interrogative one (1892)

ADVERBS

- 2 Give the two different meanings of the word *too* Illustrate each meaning by an example (See p 63)

PREPOSITIONS

- 1 Add appropriate prepositions to the following words — Confide, Atone, Brag, Cope, Deluged, Equivalent, Grumble, Compatible Illustrate them in sentences (1870)
- 2 Insert appropriate prepositions in the following sentences — When questioned—these suspicious appearances Glenlyo accounted—them—a story that he was bound—an expedition—some of Glengarry's men (1881)
- 5 Define a preposition, give four different meanings of the preposition *of*, and a sentence illustrative of each meaning (1897) (See p 8)

DERIVATION

- 1 Point out the idea imparted by each of the following prefixes to the word to which it may be joined —*Un, Be, Pie, Inter, Syn, Dis, Meta, Se* (1867)
- 2 Explain and give various illustrations of the meanings of the following terminations —(1873)

Adjectival —escent,—ive,—less

Verbal —fy,—en,—ize

Nounal —line,—ard,—ness

- 3 Give the force of the prefix or affix in each of the following words — *Trustee, Peasantry, Particle, Reprieve, Behalf, Thievish, Turkish, Outrun*. Give also one other example of the prefix or affix (1876)
- 4 What is the force of the affixes in the following words. —
Manhood, priesthood, kingdom, freedom, beggar, popular, trustee, globule (1878)
- 5 Give examples, with meanings of the prefix *be* (1) making an intransitive verb transitive, (2) forming a verb from a noun, (3) having a privative force, and (4) having an intensive force (Two examples of each) (1879)
- 7 Give the diminutives of man, goose, deer, lad, lance (1886)
- 8 What are compound words? Give two compound words of each of the following classes — (a) *two nouns*, (b) *noun and adjective*, (c) *verb and noun*, and (d) *reduplicatives* (1898)
- 9 Form nouns from—*brutal, casual, gallant*
- A Brutality, casualty, gallantry
- 1 Form a noun from each of the following —grand, broad, brave, high, stupid, splendid, rigid, real, true
- A Grandeur, breadth, bravery, height, stupidity, splendour, rigidity, reality, truth

PARSING

- 1 Parse the words in italics in the following sentences —
(a) Through this ford the enemy *must need pass* (b) The mill *was* then *building* (c) You will break it remarked Epictetus, and *the next moment snap it went* I told you so added the philosopher (1872)
- 2 Parse fully the italicised words —(a) *There* was no one *there* but *you* (b) The book is worth *one or two* *rupees* (c) His spirits failed *him* (d) How *high* is the wall? Not more than ten *feet* (e) *Were* it not for this, I should go *to see* him, as I want *to go* very much (1875)
- 3 Parse the words in italics in the following —(a) He *lives* a life of pleasure (b) I *live* near the city (c) He is far from *wishing* you harm (d) *Wishing* to avoid him, I hurried away (1867)
- 4 Parse the words in italics in the following —
(a) I turn it over in my mind *what* I should do

(b) He reached him without *letting go* of the post

(c) The experiment *proved a failure* (1883)

5 Parse the word *but* in the following — I can *but* do what I think right, he will do anything *but* that, you may go *but* I shall stay, al*tho* *but* he had fled (1905)

6 Parse the words italicised in the following —

(i) He has not been here *since*

(ii) *Since* last month I have been invalid

(iii) I shall not go, *since* he is coming (1906)

7 Parse the words italicised in the following (1910, 1911, 1912, 1913, 1916)

We shall not see his *like* again, I have not seen him *since*, *but* me no *buts*, so much *the* better for him, *what* with the wind, and *what* with the rain, the players had to stop the game *after* a few minutes, *the moon having risen*, the leader of the band addressed his men, saying that the task before *them* was as dangerous as it was difficult, yet they would be mad *to neglect* the opportunity, at the worst they could *still die like* brave men. He is fond of *playing* tennis *What* man is this? *Thank* you He is quite *out* of it Act *like* a man He came *and* enquired He is *about* to go He cannot go *about* *That* man is wise He worked hard *that* he might succeed He came *as* soon as he could He came as soon *as* he could *How else* could I do it? Who *else* was there? He loves *singing* songs *After* that I will say no more He is all *but* perfect

PUNCTUATION

1 Punctuate and correct the mistakes in spelling — "Every month, every day indead produces its one novellties with the additional rest that they are novellties Every futui year which will avowedly fale in finding time for its own bookes, how should it find time for diffunct books no every year berries its own literature (1878)

2 Punctuate (using capital letters where required) — a valiant knight sir giles de argentine much renowned in the wars of palestine attended the king till he got him out of the press of the combat would retreat no further it is not my custom he said to fly with that he took leave of the king set spurs to his horse and calling out his war cry of argentine argentine he rushed into the thickest of the scottish ranks and was killed (1891)

3 Punctuate the following passage, using capital letters where required — he invited heiburg to avail himself of the

opportunity which would then be afforded to effect his escape what exclaimed the noble dutchman and leave my unfortunate countrymen to perish no I will never desert the brave fellows who have fought so well for their country the english officer affected by the generosity of heiburg's noble reply answered bravo my good fellow god bless you here is my hand I give you my word I will stay with you (1893)

- 4 Punctuate the following passage, using capital letters where required —having arrived at card ff he called on blind walter ross the baker for lodging what caused you to come here asked the blind man and what may be your business in cardiff robert jones the peat-cutter advised me to come here he said you were honest and respectable my business is to build for mr john morris in high streets theres a clear ring in your voice young man yes yes I shall be glad to have you come in sir (1897)
- 5 Punctuate the following using capital letters where required —at the howrah railway station on friday morning the fourth instant an old lady named smith said to a pompous looking bengali gentleman who was talking about steam steam woman said he is eh ah steam is steam I knew the fellow could not tell you said a rough looking loafer standing by but steam is a bucket of water in a tremendous perspiration (1898)
- 6 Punctuate the following using capital letters where required—Alas said she do not work so hard my father is at his studies he is safe for these three hours pray rest yourself O my dear lady said Ferdinand I dare not I must finish my task before I take my rest if you will sit down said Miranda I will carry you logs the while (1900)

ANALYSIS OF SENTENCES

- 1 (a) Define the terms *Subject* and *Predicate*
 (b) Analyse —When you have arrived at your decision you have to consider how you shall convey it
 (c) Distinguish between *Simple*, *Compound* and *Complex* sentences (1867)
- 2 Analyse —How can we find that wisdom, which shines through all his works, in the formation of man, without looking on this world as only a nursery for the next and believing that the several generations of rational creatures, which rise up and disappear in such quick successions, are only to receive their first rudiments of

existence here, and afterwards to be transplanted into a more friendly climate, where they may spread and flourish to all eternity (1870)

- 3 Analyse —You will break it, remarked Epictetus, and the next moment, snap it went I told you so, added the philosopher, with all the indifference in the world (1872)
- 4 Analyse —So closely connected with those men was Howard that a rumour soon gained ground that he was not the real author of the plays that were exhibited under his name, but that the young noblemen composed what they had not courage to own (1886)
- 5 Analyse the following and say what a sentence is and what kind of a sentence this is, naming the subject, predicate, completion of the predicate, adjuncts of the subject and predicate, and of the completion of the predicate, if any —The professional man, wearied with the cares and labours of his office, when he comes home takes up whatever book may happen to be the reading of his wife or daughters (1898)
- 6 Analyse the following sentence in its component clauses name these, and indicate how they are related to one another —As my gift, which your true love has worthily purchased, take my daughter, and do not smile that I boast she is above all praise (1900)
- 7 Analyse the following sentence into its component clauses, name these, and indicate their relation to one another — His father's courtiers, who endeavoured to outvie each other in professing doctrines of unlimited obedience, had impressed the young man with an early belief that had impressed the young man with an injured banished monarch, was that of Heaven itself, and that, Heaven would not fail to befriend him, if he boldly asserted those rights with which Providence had invested him (1900)
- 8 Analyse the following —
Dull would he be of soul who could pass by
A sight so touching in its majesty (1909)

DIRECT AND INDIRECT NARRATION

- 1 Explain clearly what is meant by the *direct* and the *indirect* form of reported speech, and give the main rules for transferring from one into the other
 - (1) Report the following speech in the *direct* form —
The Magistrate asked the complainants if they did not come from a distance, and what they were doing so far from home Surely it would

have been better for them to have laid that complaint of theirs at the thana instead of coming to him when they saw he was so busy

- (b) Turn the following speech into the indirect form —
They answered, "What were we to do, Sir? Had we made this complaint to the police, they would not have listened to us. If your Honour be pleased to help us, we shall obtain our rights (1875)"
- 2 Change the direct into the indirect form of narration —
"Your Majesty ask me, whether I have committed high treason. If I am suspected, let me be brought before peers. And how can your Majesty place any dependence on the answer of a culprit, whose life is at stake? Even if I had invited His Highness over, I should, without scruple, plead "not guilty" (1875)"
- 3 Change the following in the direct form — But they told him, the best thing he could do was to retire and thank fortune for fighting for him at Plataea, for that nothing but the regard they had for that great action restrained the Greeks from wreaking their just vengeance upon him (1883)
- A But they said to him "The best thing you can do is for you. you"
- 4 Change the form of speech —
(a) Is it not almost incredible that pious and benevolent men should gravely propound the doctrine, that the magistrate is bound to punish, and at the same time bound not to teach? To me it seems quite clear that whoever has a right to hang, has a right to educate
(b) They were told that they had now no chance of being relieved, and were exhorted to save their lives by capitulating (1891)
- 5 In the following sentences, turn the direct clauses into the indirect form — "Well Hardy," said Nelson, 'how goes the day with us?' 'Very well,' replied Hardy, 'ten ships have struck, but five of the van have tacked, and show an intention to bear down upon the Victory. I have called two or three of our fresh ships round, and have no doubt of giving them a drubbing.' 'I hope,' said Nelson, 'none of our ships have struck' (1901)
- 6 In the following sentences, turn the indirect clauses into the direct form — The Emir said to the Crusader that there was truce between their nations, wherefore should they

two be at war? Let there be peace between them. The Crusader replied that he was well contented, but asked what security the Emir offered that he would observe the truce. The Emir rejoined that it was rather the Crusader from whom he should demand security. The Crusader thereupon swore by the cross of his sword that he would be a true companion to the Emir, while their fortune willed that they should remain together. (1901)

- (a) Change the following into the indirect form of speech —
 "My dear friends," said he, "we have come because we have a message to give you. Long ago we heard of the tribe to which you belong, and long our hearts have wished to meet you" (1916)
- (b) Read the following to write down the questions originally asked
 - (i) He wished to know why we were late
 - (ii) They asked what he had done for his count
 - (iii) He asked where they were going (1916)

FORMATION AND TRANSFORMATION OF PHRASES AND SENTENCES

- 1 Form sentences to illustrate the correct use of the phrases —
 once, at once, once for all, once and again, once in a way,
 by and by, by the by, by dint of, by way of, by this time
 (1875)
- 2 Give the meaning of the following phrases, and frame
 sentences with them to show their application — *Out of
 pocket A dead letter A case in point Crest fallen
 To put out of countenance To lie in wait* (1877)
- 3 Turn each of the following complex sentences into one simple
 one (a) He would go if you asked him (b) It is doubtful
 whether he will succeed (c) I can make it clear to you
 that I am innocent (d) If I could sell my milk at a
 good price, I might buy a hen (1877)
- 4 (a) Construct simple sentences introducing the following —
 To say the least Speaking in round numbers To bask
 in the sunshine Not to my knowledge To laugh to
 scorn (b) Construct complex sentences with the following
 as subordinate sentences — How I came to overlook such
 a mistake While our thoughts were thus employed
 Which you see in the distance (c) Construct com-
 pound sentences in which each of the following forms
 one of the co-ordinate sentences — Or he will send a
 substitute Else you will be ruined Nor was his name
 obscure If you are able to walk so far (1877)

- 5 Distinguish between the following words and form sentences to illustrate the meaning of each —Humility and Humiliation Dependent and Dependant Warlike and Hostile Rout and Route Expect and Hope (1878)
- 6 (a) Change the following into the affirmative form —“No sea but what is vexed by their fisheries” “No climate that is not witness to their toils” “Great men of science, literature, and art have belonged to no exclusive class or rank in life” (b) Change the following into the indicative form “Oh ! woe to youth, which must be destroyed by old age ! Woe to health, which must be destroyed by so many diseases Woe to this life, where a man remains so short a time ! If there be no old age, no diseases, no death , if these could be made captive for ever !” (1882)
- 7 Compose short sentences to illustrate the use of each of the following phrases —*Make out, make away with, give in, give up, break down, break up, tell against, tell upon* (1883)
- 8 Form sentences to show the difference in meaning or usage between —(a) *Whole* and *the whole* (b) *a people, the people* and *people*, (c) *to say* and *to tell*, (d) *since, from* and *for* (in expressions of time) (1886)
- 9 Express in one simple sentence —if it had not been for the help which I gave him, it would have been impossible for him to advance (1889)
- 10 In the following sentences substitute adverbial or adjectival sentences for the phrases in italics —(a) He would not go *without his father's word* (b) The thief ran away *for fear of detection* (c) Iron is *too heavy to float* in water (d) This is the place *of his birth* (e) I have some money *to spend* (f) Tell him the reason *of your going away* (1893)
- A (a) Unless his father tells him to do it (b) Lest he should be detected (c) No body that it can not float &c (d) Where he was born (e) Which I can spend (f) Why you are going away
- 11 Construct sentences to illustrate the correct use of —No sooner than , at once , after all , until (conjunction) , as (relative pronoun) , by and by (1893)
- 12 Construct sentences to illustrate the correct use of the following —Latter, later , laid, lain , born, borne , (to) deny , (to) refuse (1894)
- 13 Form three pairs of short sentences, employing the words—*prize, crop, mean*, once each as verbs, and once each as nouns (1896)

- 15 Construct sentences to illustrate the correct use of *—too*, *to morrow*, *very much*, *too much*, *much too*, *the sooner*, *needs*, giving two sentences to each of the words *needs* and *too*, illustrating different uses to which these words are put, and one sentence to each of the other expressions (1897)
- 16 Give examples of the various uses of the subjunctive mood in English, explaining in each instance, the meaning (1899)
- 17 Form short sentences illustrating clearly the meaning of these phrases —(a) Make both ends meet (b) Of great promise (c) Sour grapes (1900)
- 18 Form six short sentences in which *dog*, *beard*, *brave face*, *back*, *hand* are used as verbs (1901)
- 19 Form six short sentences in which *week*, *uniform*, *round green*, *flat even*, are used as nouns and in the plural number (1901)
- 20 Rewrite the following in the form of simple sentences and as concisely as possible —(a) He rose from his chair in a rage, and chased the persons who had opposed him from the room (b) When the session came to an end, the teacher gave all the boys who had won prizes an invitation to a feast (c) People are afraid to make calls at his house, because he behaves so rudely to those who visit him (1901)
- 21 (a) Construct eight short sentences illustrative of the different meanings of (1) the verb *make*, when used with *out* and *over*, (2) the verb *show* when used with *up* and *off*, (3) the verb *run*, when used with *out* and *down*, and (4) the verb *pick* when used with *up* and *out*
 (b) Construct eight short sentences in which the words *black*, *head*, *breast*, *long*, *dull*, *cool*, *iron*, *lord* are used as verbs
 (c) Construct eight short sentences in which the words *look*, *cut*, *stay*, *refuse*, *break*, *report*, *could*, *catch* are used as nouns (1904)
- 22 (a) Construct four short sentences to illustrate four different uses of *what* (1911)
 (b) Construct four short sentences to illustrate the difference in usage between *very* and *much*, and between *too*, *more* and *too much*
 (c) Explain and illustrate by short sentences the difference in meaning between *faint* and *feint*, *later* and *latter*, *practice* and *practise*, *lightning* and *lightening* (1905)
- 23 (a) Construct four short sentences to illustrate the difference

in usage between *much* and *many*, and between *all* and *whole*

- (b) Illustrate by short sentences 'the difference in meaning between *alter* *alter*, *born*, *borne*, *complement*, *compliment*
- (c) Construct short sentences using *like* as an adjective, *after* as an adverb, *about* as a preposition, and *voice* as a verb (1906)
- 24 Construct sentences illustrating the right use of the following words — Deny, refuse, admit, acknowledge, willing, desirous, hope, expect, doubt, suspect (1908)
- Explain and illustrate by short sentences the difference in meaning between the following pairs — *part with* and *part from*, *compare to* and *compare with* *carry on* and *carry out* (1912) *beneficial* *beneficent*, *expedient*, *expeditions* *few*, *a few* (1916)
- Construct short sentences to illustrate the difference between — *gladder* and *gladlier*, *older* and *elder*, *foremost* and *first* (1912)

A The news made him feel *gladder*

"Woe to the wayward heart

That *gladlier* turns to eye the shuddering start of passion in her might,

Than mark the silent youth of frame and light

(Keble's *Calm after a Storm*)

I am *older* than he is He is my *elder* brother He is the *foremost* boy in the class He received the *first* prize

Construct short sentences to illustrate the use of — (a) *latter*, *later*, (b) *few*, *a few*, (c) *since*, *from*, (d) *born*, *borne*, (e) *hear*, *listen*, (f) *refuse*, *deny* (1911)

ERRORS TO BE CORRECTED

- 1 Correct the following sentences, and state what rule is violated in each — (a) Gray's "Elegy" is a superior poem than Parnell's "Hermit" (b) Let you and I the battle try (c) The committee, who was appointed last session, report in favour of the bill (d) Magnus, with four thousand of his supposed followers, were put to death (e) Art thou the boy that hast committed this offence? (f) By the exercising our faculties they are improved (1867.)
- 2 Correct the following and give your reasons for the change you make — (a) The Mathematics are acquired with

difficulty (b) He told that I am going home (c) I am sick from yesterday (d) I said that I will try (e) He lives at Calcutta (f) Chandra has taken leave from the master for his illness (1870)

- 3 Write out the following, having corrected the errors in grammar, idiom, &c (1873)

SIR,

I beg to inform to your honour, that since four weeks, I have been unable to attend to school, on account of these my following troubles As I had an urgent business, for this very reason I was gone to home When I reached in my village, I found that my house was totally fallen by cause of rain My mother was severely caught by fever from four days, and was too ill She was even at the end of dying My brother was accused in a case of idleness about his duties, he received his *jawab*, and we were helpless I am informed that for this my absence, you have forbidden that I should not receive the whole of my scholarship As I am faultless in my absence I hope you will be good enough and excuse me from deducting the money

Yours obedient servant,
RAM NATH

- 4 Point out the mistakes in the following sentences and re write them in correct and idiomatic English (1) He tells that Lieutenant Governor shall confer to him an appointment (2) We are met to decide how shall we act in this business (3) As he is going to the school he was likely to be killed more than once (4) Being too tired, he fell deeply into a sleep, and with hardly running near missed to reach the railway station in time though it was closely at hand (5) I do not know how should I fail in Mathematics for it is long time since I have been studying them (6) He asked to me that how you learn to ride so well, and I say him that as I am too strong so I exercise in riding every day (7) Yester eve wicked boys fling dead corpse of cat in my garden which made me very much angry, and to-day morning I made complaint to the police about it (1873)
- 5 Correct or complete such of the following as are not sentences —(a) Rama having led an army into Ceylon and defeated Ravana (b) The man both being displeased and left the room (c) That Ram Mohan Roy was a good scholar and that he could speak and write English fluently (a) No sooner William III ascended the throne than seeming to have lost all his popularity (1875)

- 6 Correct the following sentences — (a) I have not been at Calcutta long since (b) I said him to come with me He replied, that "very well, I am going with you just now" (c) Should the scheme fail, both he and his ancient father with whom he remains from birth will be once ruined (d) My circumstances is so much distressing that I must go in Calcutta, and in my arrival I will call at yours (e) Each of us have heavy duty to perform, and if God not assist us, then how we can possibly succeed? (1885)
- 7 Correct the following sentences, giving the rule violated in each case — (a) When will we have the pleasure to see you again? (b) Let Charles and you and I each look out for themselves (c) Are either of these books them we read yesterday (d) He asked me that what do I mean? (e) These are they whom I was informed were killed (1875)
- 8 Correct — (a) If I had known you needed money, it would be a pleasure to me to give it you (b) He is much the cleverest boy of all the others in his class (c) Such students will be allowed to comptee who snall have pessed the text examinatin (d) He promised that he will be here to day, (e) Will we have to go to-morrow? Yes, you will (f) He will likely arrive after few days (1876)
- 9 Correct — (a) Since last two years I much prefer riding than walking (b) Having several business and a great many works to do, the first and important subject to consider are that how should we arrange that everything may progress on rapidity (c) No sooner his family members heard his purpose to go to abroad, than they desired to accompany with him (d) I am so much sorry to learn that the furnitures of your elder's house are drowned in the river I will recommend on your behalf to the magistrate, and I hope he shall direct for searching of them by divers (1876)
- 10 Correct the following —
He resembles with him He prohibits me to speak He complied to my request He writes by a steel pen He has great hopes in success He received the command on the army He despaired from success (1877)
- 11 Correct the following — (1) Goldsmith has wrote a nice poetry, by name Traveller (2) Can I go, Sir? When I am to return? (3) To preserve health we must keep practice to rise early of the morning, if we are not so practising, it is not greatly wondered, if we therefore lose

health (4) From ten days, I am too much ill of fever, but now the doctor has cured me something (5) Having made conversation to him, he says me, that if you do not study, you could not pass (6) He prefers to play from to read, therefore he has deprived his father from all his happiness (7) Please tell me, where is Mr S (8) I have made the lecture on many subject,—The Civilization, Steam Engine, and this and that (9) Yesterday, I called at yours but your family told that you was gone to out I therefore came back to own home, much sorry (10) He gave the Examination, but he was failed because he did not keep sufficing mards (1877)

- 12 Correct the spelling and grammar of the following sentences —(a) He said me a thief (b) He asked me that, why is the verb in the imperative mood (c) No sooner he came I availed of the opportunity, to ask him the news (d) On this occasion, he showed much kindness to the poors (e) He took many pains in showing himself beneficent to his fellow brethren (f) On the last week a great danger befell to hm, he had a fatal attack of choleia, from which he has not yet cured (1878)
- 13 Correct —(a) The father said that I will rather be happy that all the looking glass in my house should be broke than any one of my children should speak lie (b) The Raja, who had a only daughter at her girlhood, makes much of her and he kept a certain teacher to his house only for learning her (c) His father sent to some one Mahiatta to learn him everything necessary for a Mahiatta chieftain to know, but he did not learned any language, even he could not sign his name, but from his youth he was well-trained in military affair, he was quite at home to ride on horseback (1879)
- 14 Correct —Put as many furnitures as will contain in the room/ My remark, to-morrow, was refereed to his behaviours He was ruined by dirts, losses, mischiefs, and otheis He asked that how much it costed When you are going? On the last but one day (1887)
- 15 Correct —He thinking that his brother to be dead became much sorrowful I have not seen him long since Australia is a largest island of whole world, it is great deal largest of all the other He said me yesterday that he will come within 25th August The drunk man tried to pick up quarrel with me, but I denied to quarrel him (1888)
- 16 Correct (stating why) or justify —Either he or you is right His fever is abating, so don't think much of him

- 17 Correct —I am having no post and suffering much difficulty to support my family I can read and write both English and Bengali languages and do the work of a teacher either in English or Bengali School at the lower classes, and also I understand the work of any kind of assistant clerk but I have not such any benevolent friend as by his help I can find any post (1897)
- 18 Correct — (a) When I enquired him the health of his family members, he replied me that my eldest son has cough (b) These facts have no bearing to the matter at hand (c) In spring seasons the song of cuckoo hears too sweet (d) I remained well satisfied at the Pandit's teaching in Sanskrit (e) My father told "My circumstance is not so good How I can give you expenses of fooding and study in Calcutta?" (f) His best portion of his life was spent at the country, where he was surrounded by beautiful sceneries (1899)
- A (a) enquired of him about the members of his family... to me his had cough
(b) On the matter in hand
(c) In the the cuckoo sounds very sweet
(d) I was quite with of Sanskrit
(e) Said circumstances are can I meet your expenses for food and studying
(f) The best portion of his in scenery
- 19 Correct —(a) He was out of spirit himself about public matter and did not paint life with rose colour
(b) The man with his children were arrested but none of them were placed before magistrate for trying
(c) I made haste and on arrival at house found brother laying senselessly on earth (1906)
- 20 Correct: the following sentences, changing words if necessary —
(a) I informed the matter to him, and he having got the informations was too much surprised
(b) My lodging is comfortable and the rent is cheap, but the fooding costs great deal
(c) I will lose all my hardly earned money if I were to make this investment
(d) He was very angry upon me and prohibited me not to go to him any more

(e) We had the pleasure of Mr & Mrs Oswell's company whom we thought were delightful people (1908)

A (a) Him the matter information very much

(b) Food a great deal

(c) Shall hard-earned

(d) With me from going

(e) Who

21 Re write the following sentences, correcting any mistakes in grammar, or idiom that you may notice —

(a) I asked for some money of advance, and he very angry and told that how I can pay until your work is not finished

(b) When I went to his house I found he had been died by cholera

(c) I was more thick and thin with him than a man is with his own brother

(d) I am suffering fever since five days and cannot come to the prize distribution

(e) He was failed in the F A Examination and has no chance for getting the post as there are some B A fail candidates

(f) In that case some men were charged as forgerers, some as perjurers and some with pick pocketing

(g) I told my teacher to add and alter my essay as he pleases but he simply gave me back (1909)

A (a) In advance got very angry and told me that he could not pay until my work was finished

(b) Had died of cholera

(c) Hand and glove

(d) From fever for five days

(e) Failed had of getting were failed

(f) With forgery, with perjury

(g) Requested to correct my essay pleased gave it back

Defend or correct, when necessary, giving reasons —

All but he had fled, none but the brave deserve the, he is much the cleverest of the two, he asked for an alms, I do not like those sort of people, this man is very different to that, if more strong enough to work, I am strong enough to love after me (1910)

A him, correct, cleverer, omit *an*, that sort, different from, correct, take care of,

Correct or justify —(a) the wages of sin is death (b) Ram as well as John were gone (c) You have played instead of worked (d) Let each of us go their in their turns (e) I object for you saying that (f) This house is to let

ORIGINAL COMPOSITION

- 1 Write a short essay on *one* of the following subjects —(1) The effects of English taciturnity on the English language (2) Instinct (3) Exercise and temperance as a means of promoting health (4) The influence of Ambition (5) Cheerfulness as a habit that ought to be cultivated (1872)
- 2 Write *one* of the following Essays (1) Describe your native town or village (2) Select one of the most important Hindu or Mahomedan holidays, and describe the manner in which it is commonly observed, (3) A short account of the various ways in which the people of this country amuse themselves in their leisure hours (1873)
- 3 Write a short essay on *one* of the following subjects —(a) The varieties of dress worn by people living in India, European or native, noticing *material, shape, colour, &c* (b) The situation, buildings, number of classes, and course of study of the school to which you go (c) The Battle of Hastings (1876)
- 4 Write a short account of any game or merry-making, which you have either seen or taken part in (1887)
- 5 Write an essay in English on *one* of the following subjects —(a) The late Calcutta International Exhibition (b) A description of the school at which you have studied and of the manner in which you spent the last long vacation, (1885)
- 6 Write a short letter with date and direction, to a friend in another school, asking for information regarding the books used in the Entrance class in his school (1886)
- 7 Write a short essay on any *one* of the following subjects —(1) The Jubilee celebration in your town or district (2) Bodily exercise (3) Friendship (4) Snakes (5) The rainy season (1888)
- 8 Write a short letter to your father or guardian asking him to give you a small sum of money and telling him to what use you intend to put it (1887)
- 9 Write a short essay on any *one* of the following subjects —(a) The last cold weather holidays (b) The cow (c) A river (d) Punctuality (e) Thoughtfulness (1887)

- 10 Write a letter of eight lines say, to a stranger to whom it is suggested you should offer hospitality (1890)
- 11 Write a short essay, of twenty lines, on *one* only of the following subjects —(a) Snake-charmers (b) The advantages of passing the Entrance Examination (c) Self-denial (1890)
- 12 Write a letter of at least ten lines to a friend, asking him to return to you four English books that you have lent him *N B*—You should specify the titles of the books and give your reasons for requiring them (1891)
- 13 Write a letter (of from eight to ten lines, (with seven words say, in each line) to a friend describing (1) your habits in study or (2) how you proceed in committing anything to memory (1892)
- 14 Write a letter of at least ten lines to your father or guardian asking his permission to learn drawing, give your reasons for wishing to learn (1893)
- 15 Write a letter of about a dozen lines inviting a friend to spend the next vacation with you, state how you propose to pass the time (1894)
- 16 Write an essay of 80 to 120 words on (a) *manliness*, (b) *deafness*, or (c) *the use and abuse of speech* (1895)
- 17 Write a letter of about 100 words to a friend in the country offering to spend a week with him (1896)
- 18 Write a letter of from 60 to 100 words on *houses*, or *clothes* or *books* (1887)
- 19 Write a letter of from 100 to 120 words on *Envelopes* or *Postcards* or *Postage Stamps* (1898)
- 20 Write a letter of about 100 words to an acquaintance on *one* of the following subjects —(a) The profession you propose to adopt and the reasons for your choice (b) What you intend doing during the next vacation (1900)
- 21 Write a letter of about 100 words to a friend, telling him what you have heard or read of the present famine in India
- 22 Write a letter of about 150 words to an acquaintance describing what you intend to do during the ensuing summer vacation (1904)
- 23 Write a letter of about 250 words to a friend who is at present travelling in Europe, asking for things and places he has lately seen (1905)
- 24 Write a letter to your guardian asking for leave to spend the ensuing summer vacation with a friend in some hill station (1906)

- 25 Write a short essay of about 250 words, on any *one* of the following subjects —
- (a) Charity—describing what you consider the best method of dealing with the poor
 - (b) Famine—describing its cause and effects, and the best methods of dealing with it and preventing it
 - (c) Bodily Health—describing the best means of preserving and improving it
 - (d) What profession do you propose to adopt? Give reasons for your choice (1908)
- 26 Write a letter of about 200 words describing a visit to an interesting place or write in your own words the substance of any story you have read (1908)
- 27 Write a letter of about 200 words, describing either your favourite amusements, or a country resort, or some recent event of importance (1909)
- 27 Write an essay on *one* of the following subjects —(a) Kindness to animals (b) The game of kite-flying (c) The bamboo and its uses (1911)
- 28 Write an essay on *one* of the following subjects —(a) Prize day at your school (b) Fortune favours the brave (c) Knowledge is power (1912)
- 29 Write an essay on *one* of the following subjects —(a) The Motor Car (b) The force of example (c) Your favourite book and why you read it (1913)
- 30 Write an essay on *one* of the following subjects, following the general plan suggested (1913)
- (a) *Perseverance* —What it means—is it a praise-worthy quality—how it differs from obstinacy—an anecdote from history to show what perseverance can achieve—your concluding remarks
 - (b) *Rain*—How caused—the Monsoons—the rainy season in your part of the country—its effects on crops and plants—on fields and roads
 - (c) *Iron*—A general description—where found—its various uses
- 31 Write an essay on *one* of the following subjects —(a) The rivalry of nations (b) The advantages and disadvantages of spending our holidays away from home (c) The Village Doctor (1915) (a) A river scene in Bengal (b) Your favourite game, and why you prefer it (c) School magazines and their uses (1916)

- 32 Write an essay on *one* of the following subjects, according to the plan suggested —
- Forces of nature*—wind and water, man's control over these—how exercised—their utility when under control—concluding remarks
 - Humanity in war*—the cruel nature of war—war sometimes unavoidable—may then be mitigated—(1) by mercy to the wounded men and prisoners, (2) by the restraints of discipline, (3) by international agreements, examples of each of these—the duty of a civilized state (1916)

ELLIPSIS

- 1 Supply prepositions in the following blanks —

A Tortoise, dissatisfied—his lowly life, when he beheld so many—the birds, his neighbours, disporting themselves—the clouds, and thinking that, if he could but once get—the air, he could soar—the best of them, called one day—the eagle, and offered him all the treasures—the ocean, if he could only teach him—
A (1877)

A With, of, in, into, above, on, of, to

- 2 Supply each of the following blanks with the proper preposition —

Condole—a person, bestow it—John, believe—her sincerity, beware—mistakes, bankers—riches, the election hinged—his vote, he was guilty—thrift, do not pry—other men's secrets, they reckoned—small profits, he had great pride—his birth, but she was very prone—idleness (1887)

A With, upon, in, of, after, on, of, into, on, in, to

- 3 Complete the following sentences by inserting one word in each of the blank spaces —

(a) ——— I answer the letter or ——— you like to do so yourself?

(b) I remain, Sir,
——— obedient pupil

[Address the letter to the Headmaster of your school]

(c) I have been ill ——— two days, but I hope to be better ——— to-morrow, and quite well ——— a week's time

(d) This road is preferable ——— that one, but I feel
——— tired to walk any further

(e) He burst——tears and said he was, ashamed——
his misconduct (1893)

A (a) Shall, do (b) you, (c) for, by, in, (d) to, very,
(e) into, of

4 Which of these two hats—yours? Neither—mine Both
—yours The wind—down a large tree The horse is
—the stable He died—fever I who—speaking to you
saw what—done. (1895).

A Is, is, are, fell, in, of, am, was

5 Insert the proper word in each of the blanks —New books
are so—that I must—to procure second—ones John,
as well as James—to be rewarded for—diligence This
boy and his brother—reason to feel ashamed of—cowardly
behaviour He alone has faithfully—his promise, the
others have treacherously—theirs (1896)

A Dear, try, hand are, their, have, their, fulfilled, broken

6 Complete the following sentences by inserting one word in
each of the blanks —Compare this—the original—whom
was he married? I entrusted you—a secret Do not rob
him—his fruit He was not fit his—post He insists—
his paying his debt I who—happy cannot weep
Neither John nor I——able to go now I——fulfilled
——duty The long and short of the story—this I
found him better than I expected to—him (1897)

A With, to, with, of, for, on or upon, am, am, had, my is, see

7 Complete the following sentences by inserting one word in
each of the blank spaces —He jeered——him, a fact
involved——mystery On their issuing——the house
they all joined——the pursuit A wise man provides
himself—a famine, and himself——a revolver The
Lord——preserve thee——all evil and cure thee——all
thy diseases She put——ons and dressed herself——
silk He struck his name——the roll and himself——
the back (1898)

A At, in, from, in, against, with, will, from, of, on, in, off,
on

8 Complete the following by inserting one word in each of
the blank spaces —

A man was angling——the river——day, and——a
small fish As he was taking it——the hook and going
to put it——his basket, the fish opened——mouth
and began to implore his——, begging that he would
throw it——the river——“And why——I have
pity——you, and throw you——the river? asked the

man "Why,"——the fish, "because at present I am——young and little, and not so well——your while——I shall be, if you take me some time——when I am——large" (1899)

A At, one, caught, on, into, its, mercy, into, water, should, on, into, said, quite, worth, as, after, a

- 9 Complete the following sentences by inserting one word in each of the blank spaces —(a) This stick differs ——that——length——two feet (b) The difference——six and eight is equal to the excess of four ——two (c) He is indifferent alike——praise and—— (d) My horse, though inferior——yours, seems first in comparison——his (e) Why do you not avail——of the assistance he has——you? (f) He is so impatient——good advice that I despair——making any impression——him (g) I tried to persuade him to——my example but he insisted——taking his own—— (h) He is so bent——carrying his purposes——it is useless to try to dissuade——doing so (1901)

A (a) From, in, by (b) Of, over (c) To, blame (d) To, with (e) Yourself, rendered (f) To, of, on (g) Follow, on, advice (h) Upon, that, him, from

- 10 Insert an appropriate preposition in each of the following blanks —

He landed—Portsmouth, he is amenable—reason, if there be any authority—this statement? This is a change—the better, he is frugal—his habits, heedless—consequences he went on, he was hopeful—recovery, he fell a victim—cholera, his thirst—money could never be satisfied (1905)

A At, to, for, for, in, of, of, to, for

- 11 Insert an appropriate preposition in each of the following blanks —I ought to apologise—the committee—intruding —them the opinion of an inexperienced person when they are engaged—the discussion—a question as complicated as any that ever came—Parliament I was thoroughly disgusted—his treatment—me A drowning man catches —a straw The thing is tainted—its source This is a great incentive—industry

A To, for, on, in, of, to, with, of, at, it, to

- 12 Insert prepositions in each of the following blanks —

You must apologise——him——what you have done, even though the act was not done——any bad intention, A man——honour will adhere——his convictions, and

think him weak—understanding and wanting—
common sense (1908)

A To, for, with, of, to, of, in

13 Fill up the following blanks —

(a) The cup was—my lips, when he dashed it—the
ground in obedience—your order (b) How can I go
—the work? (c) I have reasons—being conscious
—that (d) I have reasons—being conscious—
that (1910)

A At, on, to, on, for, of, on, to

14 Fill up the blanks in the following —

I am confident—success Time is—our side I am
sensible—our difficulties, but I have confidence—the
future Our party will be borne—an easy victory
This is my view in regard—your proposal (1916)

A Of, on, of, in, by, to

AMPLIFICATION OF SEVEN SHORT PASSAGES

1 Amplify *one* of the following into a short story, and add a
moral —

(a) As a dog was crossing a river, with a morsel of flesh in his
mouth, he saw as he thought, a bigger piece in the water,
so he dropped what he had, to catch at what was a
shadow, and lost both

(b) A dog lay in a manger where he neither ate the grain
himself nor let the cow eat it (1910)

2 Amplify *one* of the following into a short story and add a
moral —

(a) A hare, in a match with a tortoise trusting to his swiftness
slept, while the tortoise steadily plodding reached the
goal first

(b) A villager found a snake almost frozen to death, which he
took home, and warmed near the fire, when the snake
darted at the children of the house and was instantly
killed (1911)

3 Amplify the following into a story and add a moral —

A lion disturbed in his sleep by a mouse was about to kill it
when the mouse begged for mercy, which was granted
Some time after, the lion was caught in a net but released
by the mouse (1912)

4 Amplify the thought contained in the following lines —

'Tis a very good world we live in,

- expressions —(1) Cognate accusative, (2) Indirect object, (3) Gerundive infinitive, (4) Nominative absolute (1882)
- 5 Distinguish between—Dauntless and Undaunted, Effectual and Effective, Gentle and Genteel, Alternate and Alternative, and frame sentences to illustrate their application (1872)
- 6 Supply one word for the words in italics —This is *not to be believed* Paper *to write on* A document *that has been written on hand* Hand-writing *that cannot be read* Behaviour *that is not natural* A man *who lacks courage* A wound *that caused death* A monster *that inspires fear in others* A habit *that clings to one through life*. (1877)
- A Incredible, writing, manuscript, illegible, unnatural, cowardly, fatal, awful, lifelong
- 7 Substitute equivalent words or expressions for those in italics —I have *put off* coming to pay you a visit from day to day, hoping that meanwhile you would *change your mind* and send me word to that effect. *Mind*, I do not set up for a moralist, yet I cannot *put up with* such conduct as yours. You never *mind* what I say, but I do not *mind* that, if I can only *instil into your mind* good principles. I have *held back* from speaking to you *thus explicitly* hitherto, lest you should *misconstrue* my motive. *Implicit* confidence is the only sound basis of mutual regard (1875)
- 8 Give short sentences to illustrate the various uses and meanings of —*still, it, as, would, but* (1875)
- 9 Write sentences in which the following expressions shall occur —At the best. So to speak. I dare say. Under arms. Come what will. All things considered (1878)
- 10 Distinguish *accent* from *emphasis*. What is the difference between *desert* and *desert*, *minute* and *minute*, *invalid* and *invalid* (1888)
- 11 Place the proper accent on each of the following words —illustrate, illustrious, chastise, chastisement, corrupt, corruption, pious, impious (1888)
- 12 Form sentences showing the difference in meaning between —*Out look* and *look out*, *over each* and *each over*, *upshot* and *shot up*, *withstand* and *stand with* (1890)
- 13 Form sentences showing the different grammatical uses of —*but, now, one, since, that*, and explain each sentence (1890)
- 14 Complete the following sentences by inserting one word in each of the blanks —(a) I—be much obliged if you—kindly let me know how the letter—be addressed (b) If you—done this, you—certainly—have lost your life

(c) Instead of writing to him you—certainly—paid him a visit (d) You promised me that you—wear it till the hour of death (e) He is such a man—you describe (f) Cicero boasted that he had—dust in the eyes of the jury (g) I sympathise—you in your affliction (1891)

- A (a) Shall, will, should, (b) had, were, to, (c) should, have, (d) would, (e) as, (f) thrown, (g) with
- 15 Construct sentences to illustrate the use of the following words —*Above, over, under, beneath, through, throughout, thorough, in, into, beyond* (1891)
- 16 Illustrate the various usage of (a) the two *articles*, (b) the prepositions *by* and *through*, and (c) the relative pronouns *that* and *which*, explaining each example, and noting particularly in each pair where their meanings are (1) very alike, and (2) very unlike (1892)
- 17 What are the rules for spelling participles in *ing* and *ed* as regards the final *e*, the final *y*, and the final consonant? (1875)
- 18 Decline in full the nouns *man* and *shelf*, the pronoun *myself*, the personal pronoun *she*, and the relative pronoun *who* (1897)
- 19 Distinguish between the following combinations of verbs and prepositions and give illustrative sentences —Confer on and with, Agree to and with, Call on and for, Attend to and upon, Confide in and to (1869)
- 20 State clearly the sense of the following idiomatic expressions —(a) He was as good as his word (b) Put it in black and white (c) Their name is "Legion" (d) It goes against the grain (e) He threw cold water on the proposal (f) He wished to retire from the world (1890)
- A (a) Faithful, (b) write it down, (c) a multitude, (d) against his nature, (e) discouraged (f)
- 21 Form three short sentences exemplifying the use of *but* as (a) an adverb, (b) a preposition, and (c) a subordinating conjunction or relative pronoun (1900)
- 22 Indicate as concisely as possible the meanings of the italicised words in the following —A *dull* boy, a *dull* day, a *dull* trade, Arabic *character*, a wicked *character*, a flattering *character*, *fair* progress, *fair* weather, a *fair* judgment (1900)
- A Stupid, cloudy, slack, letter, man, sketch, satisfactory, bright, impartial
- 23 Explain grammatically the words italicised in the following — He was fond of *playing* tennis, he was fond of *playing* on

the lawn, the *playing* children made the scene lively, the noisy *playing* of the children disturbed me (1905)

- 24 Explain the difference in meaning, if any, due to the presence or absence of *the* in the following —

(a) *The poor* are meritorious

Poor men should be kindly treated by their neighbours

(b) He had *few* friends

The few friends he had gathered round him

(c) *Man* is mortal

The man who can do this has no humanity in him

(d) *The love* of God passeth all understanding

Love hath he found in the cottages of the poor (1905)

- 55 Distinguish between —

I am willing, I wish, This will not avail, I wish to avail myself of this (1916)

- 26 Explain the difference in meaning between the following pairs of sentences —

(a) He was only poor He only was poor

(b) This is a portrait of my friend

This is a portrait of my friend's

(c) Do you say that he should not go?

Do you say that he shall not go?

(d) What do you think of my horse running at the next race? What do you think of my horse's running at the last race? (1906)

- 27 Give the literal meaning of each of the following words and show its relation to the current meaning —

Education, circumstance, distract, poet, candidate, dexterous, disaster, preposterous (1909)

- 28 Explain the distinction between — 'Right' used as a noun 'right' used as an adjective, 'seek' and 'search,' 'sin' and 'crime'

Quote or construct sentences illustrating the distinction in each case (1909)

- 29 Write sentences using the word 'round' as an adjective a noun, a verb, an adverb, and a preposition (1909)

A the earth is round the policeman goes out on his round every morning He rounded the Cape of Good Hope

in 3 days The wheel turns round I shall go round the compound once

- 30 Explain function and meaning of the suffix in the following words —Baby, manly, wooden, toilsome, faithless, freedom, hireling, kitten, numerous, rivulent (1909)
- 31 Construct short sentences to illustrate the difference in meaning or usage between the following pairs of words and phrases —*very much* and *too much*, *compare with* and *compare to*, *principal* and *principle*, *older* and *elder*, *senseless* and *meaningless*, compliment and complement, *elicit* and *illicit*, *stationary* and *stationery* (1910)
- A See pp 63, 158, 102, 22, 364, 100, *elicit* (v) = to bring to light *illicit* (adj) = lawful, 102
- 32 Construct short sentences to illustrate the difference between gerunds, participles and verbal nouns (1910)
- A See pp 45-47
- 33 Explain the force of the word *have* in the following sentences
- (i) We *have* three horses —
 - (ii) I *have* written three letters
 - (iii) I *have* to go to Burdwan today (1916)

BOMBAY UNIVERSITY

ADJECTIVES

- 1 Distinguish between *much* and *many*, *farther* and *further*, *elder*, *eldest*, and *older*, *oldest*, *later*, *latest* and *latter*, *last*, *each other* and *one another*
- 2 Show that the forms *interior*, *prior*, &c, have lost their comparative force Mention any words of Saxon origin which have the same peculiarity

PRONOUNS

Mention any distinction in the use of the relative forms *who* and *that* illustrating the distinction by examples, and distinguish between *reflexive* and *reciprocal* pronouns

VERBS

- 1 What is meant by the sequence of tenses? State and exemplify the rule on the subject

- 2 How are participles in *ing* distinguished from infinitives in *ing*? What is meant by a Gerundial Infinitive and what are the peculiarities of its government?

DERIVATION

- 1 Form the diminutive of hill, duck, river, animal, dear
- 2 Give the diminutives of island, man, lamb, hill
- 3 Give the diminutives of goose, lamb, flower
- 4 Explain the meaning of the prefixes in the following verbs — Outrun, unlock, unloose forbid, distract, forget
- 5 Form nouns from the following verbs — Confess, attach, fortify, attain, oblige, sustain
- 6 Form adjectives from the following nouns — Elephant, muscle, equinox, gelatine, hazard, mythology, Portugal, Naples
- 7 Form words in *ling* dom, ship, in, ry, er, mess, ment, and, ish, able, esque, ous, inc, mentioning the force of the affix in each case
- 8 Write down the diminutive of — Hill, stream, dear, maid, lamb
- 9 Give the meaning of the following terminations with examples — Ward, ance, al, dom, ish (1903)

PARSING

- 1 Parse the words in italics in the following — (a) He studied *hard* (b) He played me *false* (c) He is far from *intending* you harm (d) I was asked some *questions* (e) He often goes *fishing* (f) He will come *three days* hence
- 2 Parse the italicized words in the following sentences — (a) *There* was no one there but me (b) He was taught *drawing* (c) You have as many apples as I have (d) *The stream* was ten feet broad
- 3 Parse the italicized words in the following sentences — (a) He treated me all *alike* (b) It will be *all one* a hundred years hence (c) You are the *very* man I have been looking for (d) *Come* what may, I will do my *best* to deserve success
- 4 Parse the italicized words in the following adding notes where the parsing requires explanation — (a) A *thousand* men came (b) *Many* a man went (c) You *need* not go at once (d) Your answer is not *worth much* (e) This is the *very* place for me (1903)

- 5 Parse the italicized words in the following —
- (a) Your objections *count for very little* .
 - (b) He has made *himself master* of his subjects
 - (c) Such an object is worth *every effort*
 - (d) *After* what you have said, I consent (1904)

DIRECT AND INDIRECT NARRATION

- 1 Turn the following into the indirect form of narration —
- “You have been a great deal abroad?”
- “The best part of my life I had no tie at home, and a great desire to see the world”
- “It is said to have no ties, isn't it?” said Helen, softly
- “Yes,” meditating, “sad, but not so sad as some think
- Friends I am very rich in they ought to make up to me for the want of kith and kin”
- “Only they never do”
- “You think not?”
- “They would not to me at least”
- “Ah, you are well off,” glancing at the other group
- “You have a happy home, you have nothing to wish for”
- 2 Turn the following into direct speech —Mr Smith, in proposing the health of the Prince of Wales, remarked that he had that evening a very pleasant task to perform. The Prince took, as they all knew, a deep interest in anything that was brought forward to advance the welfare of his own country, and was always ready to place his services at the disposal of an institution that was worthy of support. He was ever ready to do his duty. They had sympathised with him in his sorrow and they wished him in future years prosperity and happiness.

FORMATION & TRANSFORMATION OF PHRASES & SENTENCES

- 1 Make short sentences to illustrate the difference in meaning and use of the following pairs of words —Feminine, effeminate, practice, practise, contemptible, contemptuous, reverent, reverend, precipitous, precipitate, lively, life like, graceful, gracious
- 2 Construct three complex sentences in order to illustrate the difference in meaning or use of the members of the following pairs of adjectives —Much, many, later, latter, older, elder

- 3 Express the meaning of (a) in a compound sentence, of (b) in a complex sentence, of (c) and (d) in simple sentences — (a) All but John had lost their money (b) All but for John had lost their money (c) He disliked the fruit as it was sweet (d) He disliked the fruit sweet as it was
- 4 Change (a) into a simple sentence with *Dryden* as the subject, (b) into (i) a compound, (ii) a complex sentence —
 (a) Sense, vigour, harmony and a kind of careless regularity were the characteristics of that powerful school of poetry which was introduced into England at the Restoration, and of which Dryden is the most eminent type (b) Having seen too much, and having been brought into contact with so many remarkable persons, and in a way giving her unusual means of judging them, she is always sensible and amusing
- 5 Recast the following, using in (a) "No sooner" in place of "immediately," in (b) "prefer" for "had rather," in (c) "so as" instead of "too"
 (a) Immediately on seeing this venerable man in the pulpit, I very much approved of my friend's insisting on the qualifications of a good aspect and a clear voice
 (b) I had rather coin my heart than ung
 (c) Nothing is too high, nothing is too low, to furnish matter for amusing and yet profitable reflection
- 6 Combining the following into a compound sentence the italicized words being the subjects and predicates of the principal clauses —
 Milton's *father* was an ardent republican. He sympathised with the Puritan doctrines. He *had quarrelled* with his relations. He *had taken* his own independent part in life. He had embraced the occupation of money scrivener. In this profession he had amassed a considerable fortune. He had done so by industry and unquestioned integrity. He was thus able to retire to a pleasant country house at Norton
- 7 Write short sentences to illustrate the various idiomatic uses of the following. Give the meaning of each sentence that you write —
 (a) To make up, make out, make for, make off
 (b) To draw up, draw out
- 8 Write four sentences in which the word *stock* is used respectively as a verb, a noun, an adjective and an adverb, and three sentences in which the word *after* is used respectively as an adverb, a preposition, and as a conjunction

- 10 Construct sentences to illustrate the correct use of too, very much, too much, much too, too many (1904)

ERRORS TO BE CORRECTED

- 1 Correct the following giving reasons —(a) I feel that it is, perhaps, the only thing that I can remember, which really needs no apology (b) The sight of his blood whom they seemed invulnerable, shook the courage of the soldiers (c) I meant, when first I came, to have brought everything (d) I would have liked to have asked him the question (e) This is one of the best treatise on money and coins that has ever been published (f) Each of the girls went up into their separate rooms to rest and calm themselves
- 2 Rewrite the following sentences in correct English —(a) This so generous man is much angry on those who refuse for his gifts than on those that ask to him for giving them (b) If I can able to come to yours to morrow, I will be glad to do (c) He refused of obeying to my order, but I told him to do the work immediately
- 3 Rewrite the following passage, punctuating it and correcting all the mistakes —I gave a little money to a poor who had overtook me on the road he said that I have ate nothing since the three days and besought me give to him little money for buying bread the clothes that he wore were much dirty and very stained by mud if he exclaimed some one shall not aid me I will starve but as he had too amiable countenance and moved my pity I compassioned to his woes and offered to carry him to my brother's house who had ten thousands rupees and could relieve his distress better than me so he walk by my side until he reached to my brother's
- 4 Rewrite the following corrected —(a) I asked him that what harm is there if will copy (b) That province feels scarcity of corns, and rice has risen to such enormous price as the poorer men are obliged to eat breads of grass (c) I was wondered to see a fainted man in the street with his legs stretched, it was dreadful sight (d) We have had a strong weather since two days attended with thunders and lightning having forks (e) The trees now display a pleasing scenery, being clean by reason of rain showers, and the people are too much happy
- 5 Correct the following —(a) How many hours you require for this paper? (b) My brother is the student in Deccan College (c) Do you know when will the examiner come?

- (d) This is a long paper, have you completed? (e) He saw that the camel is excited
- 6 Correct — Since five years famine is going on in Kathiawar and this year being worst, I do not know what will become to us as water is not available and the grain is very scanty. My mother is too old. I see her last existence in this mortal world. According to my duty I must take care of her old age while I am wandering just like a beggar and my religion is not observed too. Besides some of my family members are too young, and there being none to look after them, I am exceedingly sorry and under heavy confusion (1903)

ANALYSIS OF SENTENCES

- 1 Analyse — What use he will make of the talents he has been blessed with is the important question a youth must ever keep before himself while at school and college
- 2 Analyse — Such a fact is that to which I am now calling your attention, that English has rid itself of these distinctions of gender, which barren the memory but serve no good purpose, but that German is hampered with them still, is itself proof sufficient though other proof there is also in abundance, that English has in one way or another got the start of German
- 3 Analyse — What thou biddest unargued I obey
- 4 Analyse — Denying as I am well warranted to do, that the nobility had any considerable share in the oppression of the people in cases in which real oppression existed, I am ready to admit that they were not without considerable faults and errors (1903)

ORIGINAL COMPOSITION.

- 1 Write an essay of about forty lines on one of the following subjects — (a) Every man is the architect of his own fortune. (b) Some of the advantages to be derived from the study of English
- 2 In an essay of not more than forty lines describe the occupation in which you take most pleasure
- 3 Write an essay of not more than forty lines upon the benefit that a man derives from having to work for his living
- 4 In an essay of not more than forty lines contrast the blessings of peace with the horrors of war
- 5 Write an essay of about forty lines on "Hot and Cold Weather in India"

- 6 Write a short story illustrating the evils of unpunctuality
- 7 Write a short essay on "The mango tree and its uses"
- 8 Write a short description (not more than 10 or 12 lines) of one of the following subjects —(a) The Bombay Tramway (b) Dewali rejoicings in a city or town (c) The Town Hall on an examination day
- 9 Describe, in an essay of about forty lines, the principal advantages of the modern system of transmitting letters by post
- 10 Write an essay of about 40 lines on one of the following subjects —
Manual labour (1903)

FIGURES OF SPEECH

- 1 Point out and name the figures of speech in the passages below —
(a) Youth that with joys had unacquainted been
Envied gray hairs that once good days had seen
(b) For wild ambition loves to slide, nor stand and
fortune's ice prefers to virtue's land
(c) Just then as through one cloudless chink in a black
stormy sky
Shines out the dawn morning star, a fair young girl
came by
- 2 Write (a) and (b) in unfigurative language

MISCELLANEOUS

- 1 Write the following, substituting equivalent words or expressions for the italicized portions —English villages change *but little*. *Now and then* a person dies, and of *course* pretty frequently some one is born, but *on the whole*, the tide or time sweeps on very imperceptibly, and though, *in the course of* nature, the entire population is changed every sixty years or so nobody seems to realise that it is changing. There are the same old houses, and *above all* the same roads and lanes
- 2 Distinguish between the meanings of *route* and *rut*, *venal* and *venial*, *extract* and *abstract*, *imperial* and *imperious*, *continual* and *continuous*, *sensible* and *sensitive*
- 3 Explain the following sentences —(a) He was open to any reasonable offer (b) He was always abreast of the time (c) He talked his opponent over (d) Wherever he went

he kept an eye to the main chance (e) He is never too late to turn over a new leaf (f) No one can tell but himself where the shoe pinched (g) He was all things to all men (h) Such amiable qualities must speak for themselves

- 4 Explain the following sentences —(a) I shall have no stone unturned to discover the writer of this letter (b) He accused the Government of throwing cold water on every suggestion (c) When driven into a corner, he threw off this mask (d) Whatever the verdict may be, his guilt is morally certain (e) You are very good at keeping your own counsel
- 5 Explain the following sentences —(a) The face is generally an index to the mind (b) As he spoke quite over the heads of his audience, his polished periods were thrown away (c) He was at daggers drawn with his own father, and played fast and loose with his friends (d) I was to push his business, and receive a small commission on the profits
- 6 Explain the following sentences —(a) He asked me to stretch a point in his favour (b) It was evident from his speech that he was out of the depth and at a loss for an answer (c) It was a standing joke with them to impose upon Mr Smith's credulity (d) Still waters run deep
- 7 Name five words which change their meanings with their accents
- 8 Distinguish the meaning of the following words —Clever, learned, wise, passionate, impassioned, foolish, ignorant, illiterate; childlike, childish, government, administration, sovereignty
- 9 Explain —(a) This rule holds good everywhere (b) You must make good my losses (c) All in good time (d) Will you put in a good word on my behalf? (e) His words cut his friend to the quick (1903)
 - A (a) valid (b) compensate (c) before the fixed hour (d) a word of recommendation (e) hurt
- 10 Explain the following idiomatic sentences —(a) He threw all his promises overboard (b) He turned a deaf ear to the entreaties of his friends (c) Your story is too good to be true (d) All I ask is a fair field and no favour (e) High words passed between them (f) This man wishes to carry matters with a high hand (1904)
 - A (a) did not fulfill (b) did not listen (c) incredible (d) equal opportunity and impartiality (e) strong (f) arbitrarily

- 11 Explain and exemplify the difference between admit and admit of strike and strike at, search and search for (1904)
- 12 Define accent How does accent differ from emphasis? Distinguish the different meanings of the following words according to the position of the accent —record convey, rebel, invalid, conjure (1904)

THE PUNJAB UNIVERSITY

What form of the indefinite article do you use before the words history, historical, European usual and humble? Give reasons for your answer (1906)

PRONOUNS

- 1 How are pronouns classified? Give examples of each class Describe the various uses of the word *that* and construct sentences containing illustrations for your answer (Supp)
- 2 (a) Construct four sentences each illustrating the use of the Reflexive Pronouns (b) Name the Compound Relatives and illustrate the use of each by a sentence (c) Give examples of —As but, when, where, whence, having the force of a relative

VERBS

- 1 (a) What is the difference in meaning between "he shall be punished," and "he will be punished" (b) Explain clearly how the difference arises (c) Why is it absurd to say "it shall rain to-morrow"
- 2 Give two examples of (a) transitive verbs formed from intransitive verbs by vowel changes, (b) strong participles now used only as adjectives, (c) verbs followed by (i) two objectives and (ii) an objective and a dative
- 3 Explain fully the meaning of italicized words in the following —He that *will* not when he *may* he *shall* not when he *will*
- 4 Distinguish between the use of the *simple* infinitive and the *gerundial* infinitive and give examples
- 5 (a) Make a complete list of the defective verbs and (b) explain briefly the use of *shall* and *will*, (c) correct or justify —"I will be drowned and nobody shall save me"
- 6 (a) Name and define the chief *inflections* of the verb (b) Define Weak and Strong Verbs, and tell how they are

conjugated (c) Explain the uses of May, Can, Might, Could, Would, Should, Ought

- 7 What are the rules for the use of shall and will in (a) Assertive sentences and (b) Interrogative sentences? (1904)
- 8 What are auxiliary and defective verbs? Name the English auxiliary verbs properly so called. How do they differ from every other class of verbs? (1906)
- 9 Write the following sentences inserting the correct forms, of *shall* or *will*, *should* or *would* — (a) I—not be able to recite to-morrow if I am as hoarse as I was after the last football match (b) If it—rain, we—have to give up the picnic (c) If I were to go away—you be sorry? (d) If letters come,—I forward them to you (e) We—finish this work, come what may? (f) The doctor—be here in half an hour (1906)

ADVERBS

- 1 Give the degrees of comparison of the following adverbs — Often, seldom, past, and far
- 2 How are adverbs classified? Give three examples of each class

PREPOSITIONS

- 1 What prepositions are required after the verbs —Connive, adhere, bestow, depend, frown, oppose, sympathise, comply, alienate, grapple, domineer, despair, guard, impose?
- A At, to, on or upon, at, to, with, with, from, with, over, of, with, over, upon
- 2 What prepositions should be used after the words —Allied, compensate, condole, glad, ready, passion, profuse, yield, veiled, vain, abound, concur, dwell, furnish, enter, fit
- A To for, with, of, for, for, of, to, with, of, in or with, with, on or upon, with, in for

DERIVATION

- 1 Define root and stem and give the force of the following prefixes —in, un, sub, hemi, poly, be, with
- 2 Give the derivation and meaning of —Transform, manufacture, hospital, consent, possible, habit, postscript, theology, machine

- 3 Form verbs from the nouns—price, shelf, guile, crime and from the adjectives—pure, civil, fertile, alive
- 4 Form adjectives from—child, learn, scholar, brine, wood

ANALYSIS OF SENTENCES

- 1 What is the simplest form of a sentence? Give examples. How may this be made more complex? Exemplify from the sentence already given.
- 2 Analyse (and parse) the following sentence —Coming events cast their shadows before
- 3 What is a sentence? How is it analysed? Give examples of (a) An Adjectival Sentence, (b) An Adverbial Sentence
- 4 Analyse (and parse) the following sentence —Dark as winter was the flow of Isser rolling rapidly
- 5 Give the detailed analysis of the following sentence —The state of the world is such and so much depends on, action that everything seems to say aloud to every man, "Do something, Do it, do it!"
- 6 Analyse —(a) Whether it is worth while going through so much to learn so little, as the charity school boy said when he got to the end of the alphabet, I can't say (b) There is no despair so absolute as that, which comes with the first moments of our first sorrow, when we have not yet learned, what it is to have suffered, and be healed (1904)
- 7 Analyse (a) In France there was less material for the Reformers to work upon (b) In all times and in all places, man has sought to understand the language of nature
- 8 Distinguish co ordinate, subordinate, simple and complex sentences

PARAPHRASE

Turn the following lines into ordinary English prose —

Near yonder copse, where once the garden smiled
And still where many a garden flower grows wild,
There where a few torn shrubs the place disclose,
The Village Preacher's modest mansion rose

PARSING

- 1 Parse the words italicized in the following —
There in his noisy mansion, *skilled* to rule,
The village master taught his little school,

A man severe he was and stern to view,
 I knew him *well* and every truant knew,
 Well had the boding tremble learnt to trace,
The day's disaster in his morning face,
 Full well they laughed with counterfeited glee,
 At all his jokes, for many a joke had he,
Full well the busy whisper circling round
 Conveyed the dismal tidings when he frowned

- 2 Praise all the words in the last two lines —
 And so 'twill be when I am gone—
 That tuneful peal will still ring on,
 While other bards shall walk these dells
 And sing your praise, sweet evening bells
- 3 Praise the words in *italic* in the following —(a) He has
 done little more than *make* a beginning (b) He did
 nothing but *laugh* (c) He *more* than hesitated, he
 refused point blank (d) This wall is six *feet* high (1904)

DIRECT AND INDIRECT NARRATION

- 1 Turn the following into the Indirect Form —“Thank you,
 Sir,” she replied, “for being so frank, you have taken a
 great load from my spirits. To tell the truth, I was
 rather unhappy about you, I love your wife dearly, and
 should grieve at any incompleteness in her happiness.”
- 2 Show by examples, the difference between the direct and the
 indirect form of narration
- 3 Change the form of speech —(a) “Come, pretty one,”
 said he “this is no refectory for monkish talk. Let me
 look into your eyes and see what I can read there.”
- (b) “Do not speak of the past. Is there not something in
 every life which it is happiness to forget?” (1904)

ERRORS TO BE CORRECTED

- 1 Correct —From yesterday I am come here. You shall ask
 why? I answer, I have much hopes of getting a good
 business house, whom if I get I will stop. One funny
 thing was happened to me, yesterday I took walk by
 the river, it was much pretty, and I kept looking all
 round, soon I come to one steep place, and for I was not
 looking, I lose my foot and tumble in the river. I was
 very alarmed, and cry out—“Help, I will be drowned,
 no one shall save me.” All bodies laugh
- 2 Correct, —(a) Unless you do not study, you will not pass
 the examination (b) He said me that my neighbour

wished to pick up a quarrel with me (c) This book is inferior than that (d) The man is too clever, and will therefore surely succeed

- 3 Correct —(a) It is inferior from what I expected (b) What is seldom is ever the case (c) Let you and I go together (d) We will come yesterday (e) I don't know nothing at all (f) He addressed his letter to Mr Jones, Esqr (g) I have a brother, which have a high post in the Punjab (h) He is the most stupidest boy I have ever behold
- 4 Correct —(a) We reached at home yesterday (b) I am better than him (c) London is at distance from here
- 5 Correct —(a) He confused up two different things (b) These kinds of trees yield tough timbers
- 6 Correct —(a) I am sick for three days, therefore I am absent from school and he is angry on me. (b) He is a too clever man, and difficult to cheat (c) He tells lies "that I had been sick by fever" (d) I asked him that whether he shall attend to college to day morning (e) He fell down from his horse on the ground (f) I he, and you will reach Lahore yesterday and shall leave it one day after
- (a) Weeds hinder flowers to grow (b) Can I look at your book? (c) What will be ensured on this? (d) We once knew much that we now find to be false (e) Hindus use to burn them dead (f) The examination will begin from Monday (g) He encouraged me from applying after the post (h) Until you remain idle you will make no progress (i) One cannot defend his promise (j) He lives at Calcutta
- 7 Rewrite the following sentences in correct idiomatic English —(a) Please if you be so good enough as to give me some help at least I shall be highly thankful to you (b) I wetted myself in he rain for a long time for which catch caught Will my wetting be taken as a sin? (c) Why somebody does believe it and why somebody does not? (d) From long time he has intended for becoming the member of either literary societies (e) What and where had we been and what and where shall we be?
- 8 Point out grammatical mistakes in the following —(a) It seemed almost natural for him to be questioning her like he did John of his studies
- (b) He had never swum with the stream
- (c) He soon decided that during his term of office, the

Government of India shall spend the summer months at Simla

- (d) There is more than one fault in this Essay
 (e) I wish I was dead (1906)
- 9 Correct the following sentences, — (a) He is very desirous to succeed in business (b) His father prevailed on his returning home (c) Am I correct to think that you are Sir Arthur's son (d) I soon expect to have finished my work (e) An uncle's or an aunt's son is cousin (f) Having failed in this attempt another was made
- 10 Correct or justify the following sentences, giving reasons — (a) Neither of them are to blame (b) They are both fond of one another (c) Recite the first six lines of "Paradise Lost" (d) Neither John nor his brother know their lessons this morning (1906)

ORIGINAL COMPOSITION

- 1 Write a short English essay on one of the following subjects — (a) Your native place (b) Your education (c) Any remarkable event which has come before your notice
- 2 Write a letter, of not more than fifteen lines in length, on one only of the following subjects — (a) Your last journey (b) Your school, and your recent studies (c) The examination in which you are now engaged
- 3 Write a short letter to a friend explaining to him why you desire to acquire a thorough education
- 4 Write an essay on any one of the following subjects — (a) A Railway journey (b) Perseverance (c) The River Ganges (d) The advantages to be derived from a knowledge of English
- 5 Write a short essay on any one of the following subjects — (a) Gymnastic (b) Habit (c) Steam (d) The Rainy season
- 6 Write a letter of application for employment in an office stating what you believe to be your qualifications for the position
- 7 Write a short essay on one of the following subjects — (a) Kashmir (b) Punctuality (c) Child marriage
- 8 Write a letter to your father giving him your impressions of the city where your examination is held
- 9 Write an essay on any one of the following subjects — (a) Lord Clive (b) The Horse (c) Home

- 10 Write a short essay on any one of the following subjects —
 (a) Town and Country Life (b) How to spend a Holiday
 (c) Object Lessons (d) Improvement of Vernacular Literature
 (e) Education of Women
- 11 Write a short letter to your father describing the results of a visit you paid to a relation of yours at Lahore or elsewhere
- 12 Write an essay on any one of the following subjects —
 (a) The advantage of a Liberal Education (b) The Tramway
 (c) The City of Lahore (d) True Bravery
 (e) The value of a Good Name (f) Our Country
- 13 Write an Essay on *one* of the following — (a) The necessity of obedience to those set over us (b) Means of travelling in India
 (c) Necessity is the mother of invention
- (d) To thine own self be true,
 And it must follow, as the night the day,
 Thou canst not then be false to any man (1904)
- 14 Write an essay on any *one* of the following subjects — (a) Public Libraries and their uses (b) The Russo-Japanese War
 (c) The Swadeshi movement (d) Cromwell (1906)
- 15 Write a letter to a friend, describing some real or imaginary famine scene or incident (1906)
- 16 Write a letter to a friend, telling him what work you would like to do on leaving school, how you intend qualifying for that work and your reasons for choosing it (1904)

Write an essay on *one* of the following —

- (a) Holidays — (i) Their necessity
 (ii) They may be abused
 (iii) How they may best be used
- (b) The Census — (i) What it is
 (ii) Its origin and history (if known)
 (iii) How it is taken in India
 (iv) Its uses and benefits (1914)

FORMATION AND TRANSFORMATION OF SENTENCES

- 1 Write sentences to show that you understand the meaning, of the following words — Disease, decease, goal, gaol, human, humane, populous, popular (1906),
- 2 Combine the following into one *complete* sentence — (a) They were self seeking statesmen (b) They were greedy (c) They were demoralized (d) This generation of statesmen had been reared in the degenerate times of Charles II

- (c) In all her history Britain has not known such a set of statesmen (1906)
- 3 Make sentences to show the correct use of the following idioms and explain their meaning — To come down on to come in for, to come off to come out to come round (1906)
- 4 Write sentences to show the correct use of too very, too much, very much much too, directly (1906)

MISCELLANEOUS

- 5 Write three sentences in which *down*, *behind*, *round* are used as adverbs and also three sentences in which they are used as prepositions
- 7 Give the meaning of the following — (a) He lived only for their sakes (b) This consideration gives some force to his proceedings (c) He took it into his head to object (d) I have turned a great deal of work (e) I set my face against such conduct (f) A hand to hand fight (g) Driven from pillar to post (h) Hear me out (i) He has got into hot water about this business
- 8 Frame sentences illustrating the correct use of the following expressions — (a) Out of the questions, (b) beyond his means (c) to the purpose, (d) for my own part, (e) in the end, (f) to take in hand, (g) a high hand, (h) by far
- 9 Explain the meaning of the expressions — "Sooner or later," "deeds of darkness," "drink deep," "in favour of," "stand fast," "other than," "give ear," "give in"
- 10 Frame sentences showing the correct use of the following expressions — (a) To lie in wait (b) out of pocket (c) face to face, (d) to carry his point, (e) a dead letter, (f) to laugh to scorn, (g) to mend his ways, (h) to count the cost
- 11 Write short sentences to show the difference in meaning between — (a) *council* and *counsel*, (b) *various* and *variegated*, (c) *sake* and *sail*, (d) *disinterested* and *uninterested*, (e) *significance* and *signification*, (f) *road* and *route*
- 12 Compose short sentences to show the difference in meaning between — (a) *conversation* and *conversion*, (b) *beyond* and *yonder*, (c) *hope* and *expect*, (d) *suspect* and *expect*, (e) *condolence* and *congratulation* (f) *legible* and *eligible*
- 13 Express the following words by others having the same meaning, searched gradual, percolate capture, govern, ascend, procrastination, grasp, sanction

- 14 Rewrite the following sentences, using an adverb, instead of the words in italics — (a) I was never *in that place* (b) I have not, *even to this day*, overcome that habit (c) *For what purpose* did he come?
- 15 Insert appropriate words in the places left blank. Write here—(a) I return (b) Many years have passed—I saw you last (c) Take care—you should fall (d) A man must do his best—he may not always succeed (e) I wish to know—you have been so *lazy* this year (f) He who has failed once may succeed the second time he tries hard (g) I could not find out—he lived (h) You must get up—the sun rises (1904)
- A (a) till (b) since (c) lest (d) but (e) if or whether (f) if (g) where (h) before
- 16 Write down adjectives to express the following meanings — (a) Incapable of being read (b) Destitute of knowledge (c) Incapable of being heard (d) Liable to be easily broken (1904)
- A (a) Illegible (b) ignorant (c) inaudible, (d) brittle
- 17 Distinguish between timid and cowardly, unfortunate and unhappy, meaningless and senseless, childlike and childish, habit and custom give short illustrative sentences (1904)
- 18 Explain the following terms, giving examples — Cognate Object Factitive Verb, Infinitive Mood, Impersonal Verb (1904)
- 19 Give the meaning of the following phrases Show, by means of short sentences the correct use of each To cross the Rubicon, to husband one's resources, to lead a forlorn hope, to split hairs, to bury the hatchet, a fresh lease of life, a vexed question, the news of war, a maiden speech, foregone conclusion (1904)
- 20 What parts of speech may each of the following be?—needs, round, close Give short illustrative sentences (1904)
- 21 What is meant by the following terms —gerund, apposition, historical, present, adversative conjunction absolute infinitive, dependent clause? Give examples (1906)
- 22 Distinguish between the use of the following pairs of words — *lie* and *lay*, *rise* and *raise*, *statue* and *statute*, *confound* and *confuse*
- 23 Distinguish between the following italicised words and illustrate by sentences their proper use — *Lie* and *lay*, *deprecate* and *depreciate*, *emigrant* and *immigrant*, *eminent* and *imminent*, *obsequance* and *observation*, *respectable* and *respectful*, *habit* and *habitation*, *corporeal* and *corporal* (1906)
- 24 Mention the adjuncts which qualify (a) nouns, (b) verbs Write sentences illustrating these adjuncts (1906)

ALLAHABAD UNIVERSITY

CASE

Change into correct possessive forms without altering the sense the expressions in italics — (a) This house *belongs to some one else* (b) The home *belonging to Charles Dickens* is burnt (c) He applied for *furlough for six months* (d) He paid the money *for the sake of* *mercies*

VERBS

In what different senses is the verb *to be* used? Give illustrative examples

Distinguish between the weak and the strong conjugation of verbs To which conjugation does each of the following verbs belong — Beat, fly, flee, hurt, stop, work? Conjugate each of these verbs Write sentences introducing the past participle of each

PREPOSITIONS

What prepositions are used with the following words — Kerquise, subversive, inconvenience, amenable? Write four sentences in illustration

Insert appropriate prepositions in the blanks — A man of honour adheres — his convictions and acts — a sense — duty even if men rail — him and think him weak — understanding and wanting — common sense

DERIVATIONS

Distinguish between the root and the stem of a word Give the force of prefixes or suffixes in the following words — Picturesque, misconduct, monarch, childish, uniform withdraw, peninsula, sympathy, wholesome, manhood

Give the meaning of the following prefixes and suffixes in the undermentioned words — A, in ashore, arise, ashamed, opathy, *be* in between, bedim, behead, befall, *en*, in darken, vexen, golden, maiden, age, in bondage, hermitage tillage, brokerage

Add to each of the following words the prefix that reverses the meaning — Sense, truth honour, patience Give another example of a similar use of the same prefixes

Write down the diminutive of — Swan, lamb, sack, seed, man Cognet, lambkin, satchel, seedling, mannikin

DIRECT AND INDIRECT SPEECH

- 1 Change the form of speech —(a) "Hercules" said the Goddess of Virtue, "I offer myself to you because I know you are descended from the gods, and that you have given proofs of that by your love of virtue. This makes me hope you will gain both for yourself and me, in immortal reputation." (b) The Goddess of Pleasure advised Hercules to be her friend and follow her. She would lead him into the possession of pleasure. His whole employment in her service would be to make his life easy. She begged him therefore to come with her to the region of delights, and to bid farewell for ever to care and pain.
- 2 Deduce from the following report the words used by the original speaker —Did they think that the statue of ancient art was but a lifeless marble? Let them animate with their breath and instantly it would live and glow. Greek literature, if it served them with nothing else, should excite their curiosity as the picture of a wondrous state of civilization, which in its peculiar phases, the world could never see again, and yet from which every succeeding state of civilization had borrowed its liveliest touches.
- 3 Write in the third person the following speech, taking care to make the meaning plain and commencing with *Tommy said to Harry that*—"I shall not be long without you, to your example I owe most of the little good that I can boast, you have taught me how much better it is to be useful than rich or fine,—how much more amiable to be good than to be great. Should I ever be tempted to relapse, even for an instant, into any of my former habits, will return hither for instruction and I hope you will again receive me."
- 4 Express the following in the indirect form, taking care to use appropriate reporting verbs —(1) He said to me, "Be sure, I will not deceive you." (2) The teacher said, "See, this is where your mistake lies." (3) "Off with you" said the man "this is no place for you." (4) "Hurrah! Hurrah!" cried the boy, 'I stand first on the list.' (5) "Surely, thought Rip, 'I have not slept here all night' (1905)

ANALYSIS

- 1 Analyse in a tabular form —Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which, if it runs wild, will hurry thee wild.

Analyse in a tabular form — I am always very well pleased with a *country* Sunday, and think, if *keeping* holy the seventh day were only a human *institution*, it would be the best method *that* could have been thought of for the polishing and civilizing of mankind

FORMATION AND TRANSFORMATION OF SENTENCES

Construct sentences in which the prepositional phrases below shall be attached to the subject or nominative — (a) in the train, (b) after the battle, (c) across my path, (d) near the tank, (e) with the children, (f) outside the temple

Construct three complex sentences containing as their subordinate clause the words *where the accident happened*. In the first sentence the subordinate clause is to be a noun clause, in the second an adjective clause, and in the third an adverbial clause

Use each of the following after the object of a transitive verb in the past tense so as to form a sentence — (a) In a trip (b) past the city, (c) on the road, (d) from day to day (e) from head to foot, (f) into the bargain

Reduce the following compound or complex sentences into simple — (1) The letter was taken to the wrong house and so it never reached me (2) Turn to the right and you will find the house (3) It is a sad thing that he died so young (4) Tell me when and where you were born. He was not a man who would tell a lie

Write down three sentences in which the word '*following*' is used as a Participle, an Adjective, and a Verbal Noun respectively (1903)

Show by writing sentences the use of *do* (1) as an ordinary verb and (2) as an auxiliary verb (1904)

Illustrate by short sentences of your own construction the difference in meaning or use between *all* and *whole*, *any* and *some further* and *further*, *too* and *very*, *many* and *many a*, *either* and *or* (1905)

Reconstruct the following sentences according to the bracketed instructions — 1. He is so headstrong that he will not take advice (use *too* for *so*) 2. I last saw him a month ago (change *a month ago* into *for a month*) 3. As soon as he saw me, he ran away. Use *no sooner* for *as soon* 4. It is better to live in the country than to live in the town (Use *preferable* in place of *better*) (1905)

ERRORS TO BE CORRECTED

- 1 Correct the following giving reasons — (a) He asked that when he was to come to work, (b) No sooner I came in I went out again (c) We heard of him having met with an accident (d) They persisted to do what they knew to be wrong
- 2 Correct the following and give reasons — (a) He told, with regard to my habits, if you do not study, that how you will pass (b) I shall come to Lucknow direct, but if I shall visit Cawnpore it shall delay me two days (c) Such students will be allowed to compete who have passed Entrance Examination

ORIGINAL COMPOSITION

- 1 Write a description of the seasons of the Indian year
- 2 Write a letter, about 15 lines in length, to your mother from a distant town, describing the journey thither, and the sights you saw there
- 3 Write a paragraph about the advantages of books using the materials suggested by the following hints — Books record what others have seen, thought, discovered, known by books we gain, what others knew One tells a thing and goes away, we wish to hear it again, but cannot books preserve it, we can peruse and ponder Man's life is short, knowledge of men, stored in books helps others Printed books cheap, easily read Results if we had no books

PARSING

- 1 Parse the italicised words in the following — I *he then* king Water *to drink* Much has been done Fare thee well Over sleep *oneself* Honey *tastes* sweet The drums are *beating* If he *is* not guilty, why do you punish him? If he *be* guilty, he will be fined I am, *to tell* you the truth, tired of this work He must *needs* do this
- 2 Parse fully the italicised words in question (2) of Analysis
- 3 Parse the italicised words in the following sentences — They received every *man* a penny, I meet him *every* other day, Please find *me* an appointment, I told you *so*, The boy shot the bird *dead* He attacked me *sword* in hand, School boys are taught *Grammar*, No *noise* if you please, A horse! a horse! My *Kingdom* for a horse (1905)

MISCELLANEOUS

- 1 Distinguish between Demonstrative adjectives and Demonstrative pronouns
 - 2 What change of meaning do the following words undergo when the annexed prepositions are added to them —
(a) Break in, out, down (b) Put off, out, down ?
 - 3 Explain the meaning of the following idiomatic expressions and illustrate them by sentences of your own composing
(a) From hand to mouth (b) To beat about the bush (c) To make good (d) To pocket an insult (e) To laugh in one's sleeve (f) The way of the world
 - 4 Give the meaning of —(a) As good as his word (b) Penny-wise pound-foolish (c) A storm in a tea-cup (d) The observed of all observers (e) Wolves in sheep's clothing (f) Old heads on young shoulders (g) To pay a man back in his own coin (h) To turn a person on one's little finger
 - 5 Write sentences showing the use of the following conjunctions —Though, unless, till, lest, because, as (1904)
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MADRAS UNIVERSITY

ADJECTIVES

- 1 What are the kinds of adjectives that do not admit of comparison? Distinguish the ordinary superlative from the superlative of pre-eminence by an example
- 2 Give the degrees of comparison of late, careless, fore duty (1905)

PRONOUNS

- 1 To what do the following pronouns refer? Suggest amendments —Health is largely dependent on exercise. It is very unlike that it will be long kept without a certain amount of it. Without it one cannot be happy, however much we may seek pleasure.
Distinguish the use of the italicised pronouns in these sentences — a) I washed *myself* (b) I did it *myself*
- 3 Construct a sentence in which the pronoun *it* is used with forward or anticipative reference to a noun clause
- 4 Form two abstract nouns from each of the following word, and by means of illustrative sentences show how these

nouns differ in meaning or in usage —Accept, observe, receive, succeed

- 5 Give the diminutives of —human, part, isle, animal
 6 Form (a) nouns from brutal, martyr, weary, likely, steal

PREPOSITIONS

- 1 Show by illustrative sentences the difference of meaning arising from the use of two prepositions after each of the following words —Compare, consist, enquire, part
- 2 Fill up the blanks in (a) I acquiesce—your proposal as you have assured me—safety (b) You have inculcated—me the difference—saying and doing
- A (a) In, of, (b) on between
- 3 Fill up the blanks in (a) I have a contempt—him (b) I agree—you (c) He was digging—a spade (d) I differ—you (e) I agree—your proposal (f) I differed—his opinion
- A (a) For (b) with (c) with (d) with or from (e) to (f) from
- 4 Fill up the blanks with appropriate prepositions —(a) He disputed—us the right—entrance—the field (b) The robbers counted—the improbability—the police being able—arrange—the Zeminder—the capture (1906)
- A (a) With, of, into (b) on, of, to, with about
- 5 Insert appropriate prepositions in the following blank spaces —
 Dependent—you as I was—assistance—the matter—which I have already referred, I am not so forgetful—my obligations as—annoy you—petitions—greater favours—the future (1905)
- A On, for, in, to, of, to, with, for, in

PARSING

Parse the words in italics in the following —

- (a) Let me not *have* this gloomy view
 About my room, about my bed
But morning roses, wet with dew,
 To cool my burning brow *instead*
- (b) I cannot choose *but think*
 How oft, a vigorous *man*, I lay
 Beside the fountain's brink

- (c) The wiser mind
Mourns less for what age takes away
Than *what* it leaves behind (1904)

DIRECT AND INDIRECT NARRATION

- 1 Write in indirect speech the following conversation between Ram and his sister, as if reported by Ram to Govinda at the Railway station on the day after it took place
Rama Have you heard that Govinda has holidays now and that he will arrive here to morrow?
Sister No When did his holidays commence?
Rama Last week Let us go and ask his father to take us with him to the station to meet him on arrival
Sister Alas! stay with our mother, for she is ill, but go you to the station without me
- 2 Turn the following into the direct form —He asked me when I intended to leave Madras I told him that as that was the day of examination, I could not leave them but hoped to do so next day
- 3 Express in the direct form of question and answer —I asked him how he dared to disobey my orders and whether he did not deserve to be punished He said he was sorry he had offended me and hoped I would forgive him
- 4 Change into the indirect form —“It is quite true,” said her father “Are you ill my child, or is there anything troubling you? Speak freely and openly You are a modest and prudent girl, and that makes amends for much”
- 5 Miss Jane Bennet wrote the following letter to her sister Lizzy Write the letter in indirect speech as if subsequently reported by the latter —“My dearest Lizzy will, I am sure, be incapable of triumphing in her better judgment, at my expense when I confess myself to have been entirely deceived in Miss Bingley’s regard for me But my dear sister, though the event has proved you right, do not think me obstinate if I still assert, that considering what her behaviour was, my confidence was as natural as your suspicion I do not at all comprehend her reason for wishing to be intimate with me, but if the same circumstances were to happen again, I am sure I should be deceived again Miss Bingley did not return my visit till yesterday, and not a note, not a line did I receive in the meantime” (1903)

- 6 Rewrite the following in Direct Speech —He told his dear father that he trusted he would not be surprised, nor perhaps very much displeased to hear that he was on his way to Vellore to learn by his own personal investigation the state of a dear friend, and to afford him such relief as might be in his power. He said that he did not presume to reflect on his father for concealing from him information of so much consequence to his peace of mind and happiness, but he hoped his having done so would be, if not an excuse, some mitigation of his offence in taking a step of consequence without consulting his pleasure. He asked him not to be in the least anxious on his account, he trusted that he would know how to conduct himself in any difficulty (1904)

ANALYSIS

- 1 Analyse into clauses, stating the kind and construction of each clause —Strange as it may appear, it is absolutely certain should all the circumstances be taken into account that the man who carried on his work so languidly that he gave offence to everybody, was better suited for the post than one gifted with restless energy
- 2 Analyse into clauses, stating the kind and construction of each clause —That he lost the crown which he had received from a long line of ancestors was entirely due to the manner in which, after he had once learned the temper of the people, he persisted in his attempt to force a religion upon them, which, attractive though it was, they disliked exceedingly
- 3 Analyse the following into clauses and state the kind and construction of each —However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising, if we did not know how strong the feeling of hope is in the human breast
- 4 Analyse the following passages into clauses, writing out each clause in full. Mention the kind and give the construction of each clause
 - (a) The scanty remainder of his party consisted of about twelve men, who, surrounded by treble their number, and without the power either to advance or retreat, exposed to murderous and well-aimed fire, which they had no means of returning with effect, had at length laid down their arms by the order of their officer, when he saw that the road in his rear was occupied and that protracted resistance would only be wasting the lives of his brave fellows (1904)

(b) O'er a fan fountain's smiling side
 Reclined a dim tower, clad with moss,
 Where every bird was wont to bide,
 That languished for its partner's loss (1904)

FORMATION AND TRANSFORMATION OF SENTENCES

- 1 Write sentences containing the following expressions so as to distinguish their meaning —Confer with, confer upon , prevail over, prevail with , official, officious , waive, waver
- 2 Distinguish between the meanings of the following pairs of words and use each word in a complex or compound sentence to bring out clearly the meaning —(a) Momentous, momentary , (b) quiet, quite, (c) luxurious, luxuriant
- 3 Write short complex sentences with an adverbial clause of concession in each, and with the following in the principal sentences - (a) I should know, (b) I should not know, (c) I should have known, (d) I should not have known
- 4 Convert the following into a simple sentence —When he had harangued the meeting for two hours he took leave
- 5 Combine into one complex sentence —I purchased a horse I purchased it from a horse dealer I had examined the horse It was of a dark brown colour Its age was six years It cost 453 rupees
- 6 Express the following in two ways, using (a) the noun form and (b) the adjective form of *presumes* —He presumes to question my authority
- 7 Expand the phrase common to each of the following sentences, into a clause —(a) *Deprived of her naval supremacy*, England was yet able to maintain the war (b) *Deprived of her naval power*, England was not able to maintain the war (c) *Deprived of her naval power*, England will not be able to maintain the war
- 8 Express negatively, making no change in the meaning — (a) He was too late to catch the train (b) Everything he touched he adorned
- 9 Contract into one simple sentence —If it had not been for the assistance he received, it is impossible he could succeed
- 10 Combine the following into one sentence without using the conjunction *and* —I was thus musing , I cast my eyes towards the summit of a rock the rock was not far from

1

me, I discovered a person on the rock, he was on the habit of a shepherd, he was in reality a being of superior nature

- 11 Write the following with a clause of condition — Consent and all this dread array, like morning dream shall pass away
- 12 Use for *reluctant* its noun form in — Lopouloff was so reluctant to consent to her departure that he kept the passport locked away
- 13 Combine the following simple sentences into one complex sentence — Warren Hastings was sent to a village school. He was sent there as a child. He learnt his letters there. He sat on the same benches as the sons of the peasantry. He ultimately became a ruler of India. He was one of the most renowned among the rulers (1903)
- 14 Combine the following simple sentences into one complex sentence, making *It was usual* the principal clause — Journeys of length were made on horse-back. They were of course made by brief stays. *It was* therefore *usual* always to make a halt on the Sunday in some town. Here the traveller might attend divine service. Here his horse might have the benefit of the day of rest. The institution of the day of rest was humane to our brute servants. It was equally profitable to ourselves (1904)
- 15 Combine the following into one complex sentence with *when found* as the principal clause — We returned to the cottage. We there found that the youngest of the three dogs had strayed from the party. It was unable to rejoin the party. We then found that it had wandered back to the place of its birth. The three dogs had gone along with John Davies. The youngest of the three dogs was unaccustomed perhaps to distant journeys. It was unaccustomed perhaps to the duty of following to heel (1905)

ERRORS TO BE CORRECTED

- 1 Correct — (a) The prisoner's story is as long, though his speaking is more rapid than the other prisoner. (b) I have already, and I do again assert that either the workman or the servant that kept the keys were in the wrong
- 2 Correct a) I said him to go home, and he replied me that he will not. (b) The teacher asked the boys that why so many of them came without their books

- 3 Re-write the following passage correctly using all the idioms that appear to you to be violated —I call into my mind that on a former occasion when the slaves were set at freedom, they at once carried up arms and began to make waste the country Their misdeeds being brought to the light, a force was sent against them which drove them to flight, but it must be borne in our minds that for a time, the fate of the country shook in the balance
- 4 Amend the following sentences —(1) Between every blow of the hammer the blacksmith looked at the strange scene by the door (2) We are sure, that these news, though it comes late, and perhaps not quite as expected, would give much satisfaction to the people (3) Dear Sir, I am sorry I am ill since three days I therefore came home to get good meals If I will be better on Monday I will be there positively at 10 o'clock I am your's most obedient pupil (1903)
- 5 Write out the following correcting the errors —(a) I have gone yesterday to wish Mr Jones His servant told that he is not in house and said to come to-day (b) This is the most remarkable case of all others (c) There are pretty sceneries on the banks of Godavari which delight the spectator (1904)
- A (a) Went, me, was, the, asked me to come the next day, (b) omit others, (c) a pretty scenery, the Godavari, delights
- 6 Amend the following sentences —
 (a) He is present to-day but absented yesterday (b) He is too clever and passed in the first class (c) These were the evils existed in past (d) We dare say the Magistrate would give the necessary orders when he is informed the facts (e) The furnitures of his room are luxuriant (1906)
- A (a) Was absent (b) very, has passed (c) that existed, the (d) informed of (e, furniture, is, luxurious
- 7 Correct the following sentences —
 (a) He enjoys at the sight of his offspring (b) No sooner the dog sees a stranger than he barks at him (c) The door opened again and who should be led in than my old enemy? I had thought him thousands of miles away and has little counted on seeing him as of seeing the wandering Jew (d) Then I discovered that my best friends were not those who had been my companions in prosperity, and whom I had every right to think would stand by me through evil and good report—but the very people whom I had been accustomed to call *old fossils* and by a hundred other and similar terms of reproach (1905)

- A (a) Drop 'at' (b) does the dog see (c) who else, had as little counted (d) and who I had good and evil

ORIGINAL COMPOSITION

- 1 Write about two pages describing a bazar in an Indian town or village
- 2 Write a short story of about a page to illustrate the importance of handwriting
- 3 Write an essay (not exceeding two pages) on the use of *Rain*
- 4 Write a page or so on your favourite subject and on the benefit you expect to derive from the study of it or Write a short account of any historical person of whom you think highly, and give your reason for admiring his character
- 5 Write a letter to a friend telling him of your favourite pastime or recreation (1904)
- 6 Write an essay on a "Post Office" (1905)

FIGURES OF SPEECH

- 1 State what the italicised word in each of the following metaphors is compared to — (a) A *doubt* ever smouldered in their hearts (b) A hundred *hills* their dusky backs upheaved above the silent ocean (c) The noble youth had reaped the highest *honours* (d) His *cheek* was ploughed with the furrows of years
- 2 Write the following without using any figurative language — (a) The sun has drunk the dew that lay upon the morning grass (b) Vesuvius, fount of fire outgushing drowned the cities of his steep
- 3 Expand the following metaphor into a fully formed simile — I hold it a sheer waste of time to hunt after these thin needles of wit buried in his unwieldy haystacks of verse (1903)
- 4 Write the following sentences in unfigurative language — Then the horrors of Indian war were let loose on the fair valleys and cities of Rohilkund (1903)
- 5 Point out and name the figures of speech in the following stanza —

There was a gay maiden lived down by the mill,
Her hair was as bright as the waves of a rill,
When the sun on the brink of his setting stands still,
Her lips were as full as a cherry (1903)

- 5 (a) Expand the following sentence into a fully formed simile —Whispering tongues can poison truth
 (b) Re-write the following in unfigurative language —His conduct in court flashed a light on certain dark points in his character ? (1904)
- 7 Point out the figurative words in the following, and name each figure of speech, giving your reason —(a) Roll on, thou deep and dark blue ocean, roll
 (b) No more shall nation against nation rise,
 Nor fields with gleaming steel be covered o'er,
 The brazen trumpets kindle rage no more
 (c) Proud oppression in her valleys reigns (1904)

MISCELLANEOUS

- 1 Give the different meanings of the following words arising from the difference of accentuation —Invalid, incense and instinct
- 2 Show clearly the difference of meaning in each pair of the following sentences —(a) The prisoner stole the child The prisoner robbed the child (b) Ram struck Govinda Ram struck at Govinda. (c) The policeman searched the thief The policeman searched for the thief (d) He complained of me He complained to me
- 3 Fill up the blanks —(a) Be careful not to——expense which you cannot—— (b) Do not——a course which is certain to——you to danger (c) It is the duty of every Government to——such measures as will——the happiness of the people (d) The prisoner was——with theft, but was——after a long trial
- A (a) Incur, meet (b) adopt, lead, (c) adopt or take, tend to (d) charged, acquitted
- 4 Give a synonym for each of the following words —Amicable, underground, brotherly, forefathers, felicity, veracity
- A Friendly, subterranean, fraternal, ancestors, happiness, truth
- 5 Give the construction of the italicised words in the following —(a) They return the shortest *way* (b) If I am appointed President—a not improbable *event*—I shall recognize the society (c) Three competitors came forward to run the *race*, and a by-stander was appointed *umpire*
- 6 Expand the following compounds into phrases, using appropriate prepositions to connect the words of which they are composed —star grazers, horse dealers, tea cups, sea breezes

- 7 Give the meaning of the following idiomatic expressions —
 (a) The matter was *lost sight of* entirely (b) I am quite *in the dark* as to his intentions (c) He *set his face against* the proposal (d) He *turned a deaf ear* to my request
- A (a) Forgotten, (b) ignorant, (c) opposed, (d) did not listen
- 8 Give one word to express each of the following — (a) Incapable of being wounded (b) Incapable of being understood (c) Incapable of being seen (d) Incapable of being defended
- A Invulnerable, unintelligible, invisible, indefensible
- 9 What is the meaning of the words and phrases in italics in —
 (a) But what *fell next*? (b) I was dismissed as evening *fell* (c) *I fell* as he was in act and mind (d) They fly o'er flood and *fill* (e) *The ice was broken*, and now her parents were aware of her design (f) The Neva was frozen over, but *the ice was on the point of breaking up*
- A (a) Happened (b) approached, (c) cruel, (d) a barren hill (e) the silver was broken, (f) bursting
- 10 Substitute other words and phrases for "for" in — (a) If, *for* my life from slaughter freed, I yet could pry some grateful meed (b) O'Neale has drawn *for* tyranny his steel (c) And *for* the word of Hope and Faith resounded loud a doom of death (d) *I* ought beside, let Wilfred's doom my fate decide
- 11 Write a short note on the grammar of the italicised portion of — (a) What cause withholds you then *to mourn* for him (b) The summer days are scantily passed since *I have trod* this cavern last (c) Now fare *thee* well
- 12 Account for the mood of *were* in (a), write down the subject of *his* and the direct object of *tell* in (b), give the construction of *jewels* in (c) and parse the italicised word in (d) — (a) If it *were* so, it was a grievous fault (b) There is a freight *lies* near my soul I needs must *tell* to thee (c) What sought they thus for? Bright *jewels* of mine? (d) Gold shilt thou have, and *that* good store, and freedom, his commission o'er
- 13 Substitute a single word for each of the following italicised expression — (a) The applicant is *one who according to the rules cannot be elected* (b) The word is *no longer in use* (c) He is *readily moved by the suffering of others* (d) The mystery was *such that it could not be understood* (e) His office is *one for which no salary is paid* (1903)

- A (a) Ineligible, (b) obsolete, (c) sympathetic, (d) inscrutable, (e) honourary
- 14 For each of the italicised verbs in the following sentences use the word *looked* followed by the correct preposition — I *viewed* the scenery I *expected* a miracle to happen I *regarded* him as already a member of the society I *despised* him for his untruthfulness I *respected* him as my guide and counsellor I *trusted* him for support I *investigated* the matter (1903)
- 15 Reconstruct the following sentences as required, making all the necessary, but only the necessary, changes —
 (a) Better dwell in the midst of alarm than reign in this horrible place (Make *dwell* the subject of the sentence and use preferable)
 (b) It was not till the Prussians came up towards the close of that memorable day, that Wellington was able to reap the results of his determined stand (Write as a simple sentence with Wellington as its subject)
 (c) The brilliant feats that preceded the General's appointment have made him one of the most famous of the world's soldiers (Make *appointment* the subject of the principal sentence) (1903)
- 16 Recast the following sentences as directed —
 (a) There are few young men who would not overcome this difficulty (Omit the negative)
 (b) The hubbub among the servants increased as this crisis approached (Make the sentence a simple one)
 (c) Is there anything that can be done to express my gratitude (Use the word *means*)
 (d) A thief stole my purse in the bazar yesterday (Use the verb *rob*) (1904)
- 17 Mention three ways in which the verb of a sentence may be qualified otherwise than by a simple adverb Write a short sentence illustrative of each (1904)
- 18 For each of the italicised verbs in the following use the right part of the verb *take* followed by the correct preposition (or adverb and preposition) — He *deceived* many This *lessened* the success of the scheme He *adopted* the cause of the oppressed I *liked* him at once I *thought* him a fool He is quite *absorbed* in his new pursuit (1905)
- 19 Substitute an adverb for each of the adverbial phrases or clauses in the following — He replied without hesitation He persecuted them without remorse He promised to

- do so after making certain conditions. He winked as if he knew all about this (1904)
- 20 Replace the italicised portion in each of the following sentences by the appropriate part of the verb *to be*, and a suitable adjective (which is suggested by some word or words in each given sentence) — The particulars of the crime *cannot be mentioned*. The facts *cannot be disputed*. The condition of Russia *affords us hope*. His conduct *aid him no credit*. This *cannot be destroyed* (1906)
- 21 Construct the adjective clauses in the following sentences into a participle or gerund (verbal noun) used adjectively. Classify as gerunds or participles the words you use.
- This is a coat that people wear when they hunt. He made the voyage in a ship that was propelled by sails. This is water that people drink. There is a match to morrow in which prizes are to be shot for. Last night I saw a star which shot through the air. He spoke in tones that expressed despair (1906)
- 22 Substitute the proper part of the verb *fall* with preposition (or adverb, or adverb and preposition) for the italicised part of each of the following sentences — The robbers *attacked* the traveller. He *contracted* debt. The two friends *quarrelled*. This did not *meet* my wishes. It so *happened* that he was not there. The proposed scheme was not *carried out* (1906)
- 23 Recast the following sentences making only necessary changes and using the proper part of the verb indicated —
- (a) I will give you a watch. (Use the verb *present*)
- (b) When do you begin your studies? (Use *enter*)
- (c) His property was taken from him. (Use *deprive*)
- (d) I have been acquainted with him for a long time. (Use *acquaintance* and *ago*)
- (e) He was too nervous to recollect his arguments. (Omit *too* and use *forget*)
- (f) He was too sensible not to perceive his blunder. (Omit *too* and use *aware*)

ADDITIONAL ALLAHABAD UNIVERSITY QUESTIONS

- 1 (a) Define relative pronouns, demonstrative pronouns and personal pronouns, and give examples of each. (b) What are the two forms of the possessive of personal pronouns

and how are they respectively used? (c) How can you explain such a double possessive as, "This book of mine?"

- 2 What is the difference between a *phrase* and a *sentence*? Turn the phrases in italics in the following into sentences - (a) All defence was useless, *the judge having already decided the matter among themselves* (b) The children *in great distress*, ran home (c) I am glad *to see you well* (d) *During their stay at College* they made good use of their time
 - 3 Distinguish between a *compound* and a *complex* sentence. Write out the subordinate clauses contained in the following complex sentences, and state what kind of clause each one is - (a) That he is ill is evident (b) All that glitters is not gold (c) Bring him here that I may see him (d) Tell me where I may find him (e) I remember the place where I was born
 - 4 (a) What are the rules for turning a simple sentence into an interrogative one in English? (b) Give the rules for the sequence of tenses
 - 5 Turn the following passage into Indirect Speech - "Where are you going?" said the merchant "I was just coming to see you" "To earn my bread by the labour of my hands," replied the youth "Do you really want work?" said the merchant "Yes, if you have any" "Then follow me and carry a box from a shop to my house" "I don't see how I can do that," said the youth
 - 6 Write down in Direct Speech the words used by the young man in the following passage - The young man said that I had guessed wrongly that he had nothing of the kind in his thoughts. He hoped I would not be unmindful of him when I came to England, that he would give me some letter to his friends in London, to let them know how good I had been to him, and in what part of the world and under what circumstances I had left him
-

APPENDIX III

WORDS

USUALLY MISPELT BY STUDENTS

A

Incorrect form

Abhorence
 Abhoring
 Abhored
 Abridgement
 Accomodate *or* acomodate
 Acknowledgement
 Adaptibility
 Adiquate
 Adjudgement
 Adoreable
 Advantagous
 Advicable
 Alligory, Aligory *or* Alegory
~~Allmighty~~
~~Ammend~~
 Annahilate *or* Anahilate
 Anotation
 Anticident *or* Anticident
 Antidate
 Antepodes
 Assailant
 Assailing
 Auspices

Correct form

Abhorrence
 Abhorring
 Abhorred
 Abridgment
 Accommodate
 Acknowledgment
 Adaptability
 Adequate
 Adjudgment
 Adorable
 Advantageous
 Advisable
 Allegory
 Almighty
 Amend
 Annihilate
 Annotation
 Antecedent
 Antedate
 Antipodes
 Assailant
 Assailing
 Auspices

B

~~✓~~Befiting
~~✓~~Befited
~~✓~~Begger
~~✓~~Benificent *or* benificent
~~✓~~Benefitting
~~✓~~Benfitted *or* Benefitted
~~✓~~Beseige
 Billous
~~✓~~Blameable
~~✓~~Brethern

Befitting
 Befitted
 Beggar
 Beneficent
 Benefiting
 Benefited
 Besiege
 Bilious
 Blamable
 Brethren

C

Incorrect form

- ✓Calender
- Calendar
- ✓Can not
- ✓Cannon (an ecclesiastical rule)
- ✓Carpetting
- ✓Carpetted
- ✓Cought
- Cecession
- ✓Changable
- ✓Chief
- ✓Committing
- ✓Committed
- ✓Commital
- ✓Compclng
- Compeled
- ✓Compliment (an expression of civility)
- ✓Concieve
- ✓Concievable or conceiveable
- Concurring
- ✓Concured
- Confered
- Confering
- Conscience
- ✓Consious
- ✓Controlable
- ✓Corolar or Corollary
- ✓Cupfull
- ✓Cureable

Correct form

- Calendar (almanac)
- Calender (a hot press)
- Cannot
- Canon (a great gun)
- Carpeting
- Carpeted
- Caught
- Cessation
- Changeable
- Chief
- Committing
- Committed
- Committal
- Compelling
- Compelled
- Complement (that which supplies a deficiency)
- Conceive
- Conceivable
- Concurring
- Concurred
- Conferred
- Conferring
- Conscience
- Conscious
- Controllable
- Corollary
- Cupful
- Curable

D

- ✓Damagable
- Debarring
- Debared
- ✓Decieve
- Declention
- Defering
- Deferred
- Dietv
- ✓Dependent
- ✓Dependant
- Detering
- Detered
- ✓Devlopement

- Damagable
- Debarring
- Debarred
- Decieve
- Declension
- Defering
- Deferred
- Deity
- Dependant
- Dependent
- Detering
- Deterred
- Development

Incorrect form

Diarrhea or diarrhea
 ✓ Differing
 ✓ Differed
 ✓ Deligence or Dilligence
 Diphthong
 Dispensible
 Dose
 ✓ Dying
 ✓ Dysentry

Correct form

Diarrhoea
 Differing
 Differed
 Diligence
 Diphthong
 Dispensable
 Does (*3rd p sing*)
 Dying
 Dysentery

E

Ecstasy
 ✓ Efficient
 Embarrass
 ✓ Exclamatory
 ✓ Exemplary

Ecstasy
 Efficient
 Embarrass
 Exclamatory
 Exemplary

F

✓ Fought
 Fulfil, fulfill or fulfil
 ✓ Fulness
 ✓ Fulsome

Fought
 Fulfil
 Fullness
 Fulsome

G

Genealogy
 ✓ Grammar
 Grainery, Grainery,
 Grannery or Grannary
 ✓ Grayhound

Genealogy
 Grammar
 Granary
 Greyhound

H

✓ Harrass
 ✓ Hieght

Harass
 Height

I

✓ Illipsis
 ✓ Imagination
 ✓ Imperative
 Increment
 Indefatigable
 Indispensible

Ellipsis
 Imagination
 Imperative
 Increment
 Indefatigable
 Indispensable

Incorrect form

Infered
Inflammation
Intrigueing
Isoceles

✓ Judgement
✓ Jhon

✓ Majistrate
Maintainance
✓ Marriagable
✓ Mathamatics

✓ Ommit

✓ Parralel
✓ Participal
✓ Participle *or* Paticipial
✓ Percieve
Perillous
Plebeian
✓ Preceeding
✓ Principle
✓ Principal
✓ Priviledge
Pronounciation

✓ Recieve
✓ Reference *or* refecience
Referring
✓ Releve
✓ Remittance

Sessation *or* Cessation
✓ Sieze
✓ Sentense
✓ Seperate
✓ Seige
✓ Skilfull *or* Skillful

Correct form

Inferred
Inflammation
Intriguing
Isosceles

Judgment
John

Magistrate
Maintenance
Marriageable
Mathematics

Omit

Parallel
Participle
Participial
Perceive
Perilous
Plebian
Preceding
Principal
Principle
Privilege
Pronunciation

Receive
Reference
Referring
Relieve
Remittance

Secession
Seize
Sentence
Separate
Siege
Skillful

<i>Incorrect form</i>		<i>Correct form</i>
Speech		Speech
Spontaneity		Spontaneity
Suspence		Suspense
Sylogism		Syllogism
T		
Templer		Templar
Tence		Tense
Tripthong		Tripthong
Truely		Truly
Tution		Tuition
U		
Univercity		University
Untill		Until
W		
Wellcome		Welcome
Wellfare		Welfare
Whereever		Wherever
Willful, Wilfull or Wifful		Wilful
Woolen		Woollen
Y		
Yours		Yours

TEST PAPERS

ON

ENGLISH GRAMMAR AND COMPOSITION

WITH

ANSWERS

PAPER 1.

1 Distinguish between :—

- (a) { He will stop *in* Calcutta
 { He will stop *at* Calcutta
- (b) { I shall be punished
 { You shall be punished
- (c) { The committee *was* of one mind
 { The committee *were* of one mind.
- (d) { I will write *shortly*
 { I will write *briefly*

2 Give equivalent phrases for the following —

- (a) A disease which generally ends in death (b) A loss that cannot be repaired (c) A man who has not committed any offence

3 Correct the following —

- (a) I said him to buy one Ray's Composition (b) I am suffering from fever since the last 15 days (c) Have you appeared at the last Entrance Examination?

4 Supply appropriate words in place of those in italics in the following — (a) America was *invented* by Columbus (b) The prisoner was set at *freedom* (c) He is a *noted* gambler (d) Who *erected* this machine?

5 Turn the following sentences into the interrogative form — (a) Thy necessity is greater than mine (b) Surely Napoleon was a wonderful man (c) Ram loved him (d) Great is God, and mighty His power

6 Fill up the blanks in the following with prepositions — The castle—form is an oblong, and stands—the edge—a steep rock which is washed—two sides—the arm—the river The walls are flanked—eight circular towers standing—themselves, each—which formerly had a slender tower rising—the top—which hot substance would be poured—assailants below (C U P 1878)

7 Turn the following into the indirect form —

A Good morning, how do you do ?

B Pretty well, Sir, thank you, but these are hard times

A Yes, to be sure they are, but we have all to do the best we can

8 Analyse the following —

Lives of great men all remind us

We can make our lives sublime,

And departing, leave behind us

Foot-prints, on the sands of time (C U P 1877)

9 Give three instances of nouns that have—(a) No singular number, (b) No plural number, (c) Two meanings in the singular, and only one in the plural

10 Write a letter to the head of a department in an office asking for a situation

PAPER 2

1 Make short sentences to illustrate the difference between —(a) Expect and hope, (b) Convince and convict, (c) Say and tell, (d) Probable and possible

2 Form short sentences to illustrate the different meanings which each of the following verbs has, when joined successively to each of the prepositions after it —

(a) To make—up, up to, at, over, out

(b) To play—off at, with, out

(c) To fall—to, out, out with, in, in with (C U P 1885)

3 Turn into the direct form of narration —

The lion said he was very feeble He said his teeth had fallen out He said he had no appetite He asked the fox to enter the cave He said he wished to have the pleasure of his conversation (C U P 1883)

4 Point out the difference in meaning between —

(a) "The boy *came* here this morning" and "The boy *has come* here this morning" (b) "To morrow *shall* be a holiday" and "To morrow *will* be a holiday"

5 Parse fully the italicised words —

(a) *The more*, the merrier

(b) This wall is six *feet* high

(c) To reign is worth *ambition*

6 Give the meanings of the plurals of the following not corresponding with those in the singular —

Letter, Iron, Grain, Salt, Corn

7 Give instances (two in each case) of compound nouns formed by joining —

(a) Noun and Verb, (b) Verb and Noun, (c) Preposition and Noun

8 Form simple sentences supplying appropriate prepositions after each of the following words —

(a) Different—Indifferent, (b) Equal—Co-equal, (c) Neglectful—Negligent, (d) Sensible—Sensitive

9 Explain —

(a) The man was not *brought to book* for his crime

(b) He has *gone to the dogs*

(c) The excuse will not *hold water*

(d) *We knock off* when it strikes six

10 Combine the following sentences into a single complex sentence —

The lion was once king of the beasts of the forest At last he became weak from old age He was unable to obtain food He felt that he would soon die of hunger

PAPER 3

1 Distinguish between, "She was the greatest *poet* of her age," and, "She was the greatest *poetess* of her age"

2 Form words in common use by adding as many as possible of the suffixes er, ing, less, ly to the words *stately*, *occupy*, *day*, *teable*, *whole*, *true*, *pencil*, *worship*, *run* (C U P 1889)

3 Form sentences introducing the following expressions and explain the meaning in each sentence of the expression used —

Of course, *long since*, *after all*, *no sooner than*, *on the whole*, *at all*, *at least*, *at last*

4 Point out the difference between "A portrait of the queen," and "A portrait of the queen's"

5 Construct simple sentences using the following words and the prepositions attached to each —

Agree with	}	Concerned in	}	Parted with	}	Vengeance upon
Agree to		Concerned at		Parted from		Vengeance for

6 What do you understand by the following —

- (a) He is much *run down*
 (b) We must *put a good face* upon it
 (c) He *put the best foot foremost*

7 Change the *voice* in —

(a) They laughed at him, (b) I shall have to do it, (c) He was taken prisoner, (d) Send letter to the Post Office, (e) The letter has not been replied to

8 Supply *with* or *by* in —

- (a) To day a man was struck—lightning
 (b) He attempted to open the box—a key
 (c) He has cut the pencil—pen knife
 (d) The ox was tied to a stake—a rope

9 Compose sentences illustrating the different meanings of the following words — *Board, Box, Lock, Past, Rest, Ring*

10 Write down *adjectives* to express the following meanings —

- (a) Incapable of being read, (b) Incapable of being heard, (c) Destitute of knowledge, (d) Liable to be easily broken, (e) Capable of being understood, (f) Incapable of being understood

PAPER 4

1 Translate the following Bengali proverbs and sayings by suitable English proverbs —

- (a) গতহু শোচনা নাস্তি, (b) রথ দেখা, বলা বেচা, (c) চেনা বামনেব পৈতান দরকার নাই, (d) অতি দর্পে হতা লকা, (e) শুড়ির সাকী মাতাল (f) গাঁয়ে নানেনা আগনি মোড়ল।

2 Distinguish between — Liberty and Freedom, Habit and Custom, Confess and Admit, Simulate and Dissimulate

3 Give the meanings of the following sentences, and parse the word *but*, and the word after it in each instance —

- (a) I can *but* go, (b) I cannot *but* go, (c) All went *but* him, (d) All *but* he went

4 Divide the following words into syllables and place the accent on the syllable to be accented in pronouncing each of them — Adversary, Consider, Lamentable, Refer, Success, Variety

5 Convert the following sentences into negative sentences using the word **not**, with and also without an auxiliary — (C U. P 1894)

(a) Cats like mice , (b) The boys study regularly , (c) Read your book

6 Expand the following compounds into equivalent phrases using appropriate prepositions to connect the words of which they are formed —(C U P 1889)

[Example —Elbow-room = Room for the elbow]

Fire engine , Fire escape , Fire proof , Heart sick , Home sick , Blood thirsty , Blood stained , Horse dealers , Star gazers , Teacup , Weather-wise , Weather-bound , Home bound , Hard hearted Guess work , Self confidence

7 Pick out Adjective Clauses or Adverbial Clauses (as the case may be) in the following sentences —

(a) All that glitters is not gold , (b) Better to reign in hell than serve in heaven , (c) Such men as are false to their friends should always be avoided , (d) Let us go to bed as it is now too late , (e) The plan you acted on has answered well

8 Insert "*much*" or "*very*" in the place left blank —

- (a) I am—astonished at what you tell me
- (b) Of these houses yours is—the largest
- (c) It is—strange that you should be so—surprised
- (d) He was taken—ill on the—day of his arrival

9 Frame sentences to illustrate the use of — ✓

This much , so much , so much for

10 Turn the following sentences into the interrogative form —

- (a) The Sepoy was sleeping when he was shot down.
- (b) This man is a native of Oudh
- (c) There is an old man at the gate
- (d) Pleasures ought not to be pursued at the expense of health
- (e) Surely the reward is great.

PAPER 5

1 Parse the italicised words — ✓

(a) You are wrong, *as usual*.

(b) You have played me *false*

- (c) Walk *step* by step
 (d) He goes to Darjeeling every *summer*

2 Change the *voice* of the verbs in the following sentences —

- (a) The house is rapidly building
 (b) I found the boys laughing at me
 (c) The idle candidates were all plucked
 (d) Nothing is difficult to a man who is fired by ambition
 (e) Tell him to leave the room at once
 (f) This is a suitable time for the new book to be introduced

3 Change the italicised words and phrases into clauses — (a) I come *merely* to see you, (b) He ought to have answered *at least* one question, (c) *Only* he came (C U P 1898)

4 Write the words in the following phrases in their idiomatic order —

From foot to head, Low and high, Blood and flesh, Rich and poor, Art and science, Man and wife

5 Insert appropriate prepositions in —

- (a) He acted—compulsion (b) He acted—fear, (c) The marriage negotiations broke—, (d) The thief broke—the wall of the house (e) A wolf got—the sheep, (f) He got—his horse and departed

6 Expand each of the following simple sentences into a complex one containing an adjective clause —

- (a) That was the act of a coward
 (b) Death from snake-bite is of daily occurrence
 (c) I have got six plums
 (d) The place of his business is unknown
 (e) He was not a man to tell a lie
 (f) India was the first country to become civilised

7 Write sentences in which the following expressions shall occur — (C U P 1878)

On the contrary, Come what will, In short, Once for all, Of course, At the best

8 Correct the errors in the following —

He entered in an agreement with them, You must finish this within 1 o'clock, Please recommend for me to the Principal, It cost me hundred rupees, Entrance Examination was held on the 2nd February, I feel somewhat uneasy, I told you on that day, I will see you at yours this evening

9 Form diminutives from the words — *Man, seed, hill, lamb, eagle, flower, deer, goose*

X 10. Change the following speech into Indirect narrative —

'Comrades,' he said, 'listen to me, for though I often talk nonsense, I can talk sound sense when I choose. Fortune has sent us this treasure so that we may live a life of ease and we will spend it as lightly as we have come by it. Who could have guessed, when we set out to day, that we should come by so fair a fortune' (C U P 1913)

PAPER 6.

1 Give an instance of the Imperative mood used to express a supposition. How can the Imperative mood be used to express the first or the third person?

2 What Prepositions are appropriate after the following words? Illustrate by sentences

Convict, Correspond, Disappoint, Exchange, Grieve

3 Form sentences using **But** as (1) a preposition, (2) an adverb, (3) a subordinative conjunction, (4) a co ordinative conjunction, and (5) a relative pronoun.

4 Give a few examples of Proper nouns which take the definite article **The** before them

5 Form sentences showing the difference of meaning between —

Confidant, confident, Dependant, Dependent

6 What are the two uses of **There**?

7 Substitute an Adjective for the italicised words in the following sentences —

(a) A wolf is an animal *that cannot be tamed*

(b) This is a bird *of passage*

(c) His motive was merely *to get some money*

(d) That word is *no longer in use*

8. Give a few words containing prefixes and suffixes denoting a negative meaning

9 Distinguish between —

Look over, Overlook, At a time, At times, I am to go, I have to go, Sometime, Sometimes, To set up, To upset

10 Analyse —

Alexander, the King of Macedon, was surnamed the Great after his conquest of the Persian Empire

PAPER 7

1 What are **prefixes** and **suffixes**? Add such **suffixes** to the following nouns as will give them the meaning of **person**

Visit, Study, God, Law, Liberty, Guard

2 Parse the italicised words in —

(a) He stared *me* in the face

(b) So *please* your *Majesty*

(c) He dreamed a *dream*

(d) He was elected *Chairman*

3 Give examples of the use of **only** as (a) an **adverb**, (b) an **adjective**, and (c) a **conjunction**

4 Correct the following —

-(a) You are right to believe this

(b) He meditated to resign

(c) He despaired to pass

(d) The matter was brought into light

5 Construct short sentences to illustrate the difference in meaning between the following pairs of words —

Artist, artisan, notable, notorious, practical, practicable, principal, principle (C U P 1913)

6 Interchange the Degrees of Comparison in the following —

(a) Bombay is the best seaport in India

(b) Bad health is a more terrible enemy than poverty

(c) A voyage at sea is one of the healthiest things in the world

7 Give the various meanings of the verbs **get** and **give** in combination with the words named —(C U P 1875)

Get—away, over, on, off, by heart

Give—up, in, out, over, place, ear

8 Distinguish between —

Timid and Cowardly, Unfortunate and Unhappy, Meaningless and Senseless, Pull and Pluck

9 Explain —

-(a) He has left India *for good*

(b) We are *at daggers drawn*

(c) The boy *looks after* his father

(d) The belief in witchcraft is on *its last legs*

10 Form sentences to exemplify the use of *Still*—as a Verb, a Noun, an Adjective, and an Adverb

PAPER 8

1 Correctly write the following —

Yours obedient pupil, your obediently, Mr S N Paul Esq, LL
Dear Williams Esq, The Rev Begg, Babu Ram Chandra
Mukerjee M A Esq

2 Distinguish the different meanings of the following words according to their accents —

Record, Convert, Rebel, Invalid, Incense

3 Form an adjective from *melody*, a verb from *cheap*, a noun from *subtle*, and an adverb from *gloom*. Construct a short sentence to illustrate the meaning of each of the words formed by you (C U P 1915)

4 Give the meanings of the following idiomatic expressions, and form sentences to illustrate them — (C U P 1878)

To take a thing ill, A dead shot, To make good, From hand to mouth, In the long run, Steal a march, To pick a quarrel, A drawn battle, To raise a siege, To bring home a charge

5 Translate the following Bengali sayings by English proverbs —

আপনি ষীতলে বাপের নান। কপে শাল শুণে আলো। দবা হাতী নাথ টাকা
নানা মুনির নানা মত। ইষ্টাবা চুজনে হবিহব আদ্র। তার কাছে ঢাব ঢাব শু
১৩ নেই।

6 Turn the following sentences into the indirect form —

(a) I said "Let him come in" (b) He said "May God bless you with a long life" (c) I asked "Have you passed the Entrance Examination" (d) I asked him "Is the dinner ready?" He replied "Yes" (e) "What losses" cried he "have I suffered, what anguish have I endured?"

7 Insert prepositions in the blanks —

I have made a contract—him He has a bad habit—arguing
—other persons—trifles Although he was short—money, and timid
—disposition, yet—perseverance he conquered All men should fol-
low truth, for if truth fails—first, it will prevail—last, and triumph—
falsehood—the end

8 Distinguish between *In respect of* and *With respect to* ✓

9 Reduce each of the following sentences from Compound to Simple —

- (a) You must work hard, or you will not get promotion
- (b) Turn to the left and you will find the house of your friend
- (c) He was much frightened, but not much hurt
- (d) Every effort was made to check the spread of cholera, yet a large number of persons died

10 Substitute single words for the italicised portions —

- (a) A child *born after the death of its parent*
- (b) A battle *in which neither party gains the victory*
- (c) A speech *made for the first time*
- (d) A letter *which is not claimed by anybody*

PAPER 9

1 Form Adjectives from the following words —

Ass, Dog, Float, Giant, Sport, Tempest, Winter ✓

2 Parse the words in italics —

- (a) He finished the work *as* I directed
- (b) He is *as* good *as* he is great
- (c) *There* was at Venice a certain merchant
- (d) *It* now happened that Ram returned home ✓

3 Turn the following Complex sentences into Simple ones —

- (a) The man who is prudent looks to the future
- (b) As I have no money I am unable to complete the bargain
- (c) I dare not act unless I get permission from my master

4 Form English words in common use by adding as many as possible of the suffixes —*able, ed, er, ing, ly, ous*, to the following words —(C U P 1876) ✓

Lonely, Colloquy, Trouble, Try, Blame, Full, Love, Whole, Sole Ease, Plenty, Thin

5 In what two ways can an Intransitive Verb become Transitive? ✓

6 What are the two kinds of objects which can come after an Intransitive Verb, although the verb itself continues to be Intransitive

7 Insert an appropriate word to each of the following blanks —

Filled pity for them, he swore so to avenge them the tyrant
all Greece should ring his punishment No more this We have
had enough it Be good cheer, for you are dear me (C U P
1913)

8 Transform the following sentences from Interrogative to Assertive —

- (a) If you poison us, do we not die ?
- (b) Who is here so rude that will not love his country ?
- (c) O death ! where is thy sting ?
- (d) Who would not flee from a state of bondage ?

9 Transform the following sentences from Assertive to Interrogative —

- (a) No one can bear an unprovoked insult
- (b) Fair words and promises are of no avail in the time of danger
- (c) The Guard asked him what his name was
- (d) I wish I had a lodge in some vast wilderness

10 Convert the nouns into infinitives —

- (a) He has hopes of success
- (b) The jury believed in his innocence
- (c) He desires the company of his friends at home
- (d) We love rest after fatigue

PAPER 10.

1 Give the meanings of the italicised words in the following —

- (a) He writes *after* the model of Johnson
- (b) He gives me something *towards* the expenses of my education
- (c) The building has been reduced *to* a heap of ruins
- (d) There is a cross mark *against* our name

2 Distinguish between —

- | | | |
|---------------------------------|---|---|
| I have much work <i>in</i> hand | } | He works <i>hard</i> at night |
| I have much work <i>on</i> hand | | He <i>hardly</i> works at night |
| Ram is <i>well</i> | } | I <i>have written</i> the letter |
| Ram is <i>well off</i> | | I <i>have</i> the letter <i>written</i> |

3 Form sentences using the word **Half** as (a) an adjective, (b) an adverb, (c) a noun

4 Parse the italicised words —

- (a) He is poor *yet* honest
- (b) The man has not *yet* arrived

(c) We shall *all* die

(d) He must *needs* know the secret

5 What are Juxtapositional compounds? Give a few examples of Compound words which require no hyphen to connect the component parts

6 Expand the Adjectives in the following sentences into prepositional or participial phrases, and into adjective clauses —

(a) Virtuous men are always respected

(b) It is a difficult task

7 Change the degrees in the following —

(a) Shyam is the tallest boy in the class

(b) The Amazon is the largest river in the world

8 Give the meanings of —

Calender, Calendar, Compliment, Complement, Council, Counsel, Diverse, Farther, Further

9 Give the plurals of —

Maid servant, Man stealer, Knight errant, Knight templar, Lord-Lieutenant, Lord Justice, Poet-laureate

10 Turn into Indirect Narration —

"Breathes there the man with soul so dead

Who never to himself hath said

'This is my own, my native land?'"

PAPER 11

1 Correct the errors in the following sentences —(C U P 1879)

(a) He is having an attack of fever every day since last four days

(b) I will be very glad to see you again and hope you will accept of my invitation

(c) If either of these books are yours tell me who you wish it to be given to

2 Complete the following sentences by inserting one word in each of the blank spaces —(C U P 1894)

(a) He took ~~me~~ task for not acting—the information he ~~gave me~~

(b) Only—such students are to be admitted—the school —have passed the test examination

(c) As I have no use—the book, what is the use—my buying it?

(d) Previously—being released, he was accused—having conspired against the king

3 What are **Factitive Verbs**? Give a few examples of factitive verbs having for its complement, (a) an adjective, (b) an adverb

4 What is a **Cognate Object**? Give a few examples of cognate objects formed *directly* from the verbs of which they are the objects

5 Give a few examples of **Nouns** having a general meaning in the singular, and a special meaning in the plural

6 What are **Antonyms**? Give a few examples of Antonyms formed (a) by different words, (b) by prefixes, (c) by suffixes

7 *Parse since* in the following sentences —

(a) He has been working hard *since* June last

(b) I hired this house four months *since*

(c) You must believe me *since* I am speaking an honest truth (See C U P 1911)

8 *Explain the italicised words in* —

(a) You must *make* good your promise

(b) The factory *turns out* a hundred machines weekly

(c) He would not *set his hand* to the contract

(d) He is *head and shoulders* above them

(e) He sent for him to accuse him *face to face*

9 *Fill up the gaps in the following* —

(a) He is diligent—his studies

(b) He is very indulgent—his children

(c) Cows feed—grass

(d) I do not believe—his words

(e) I exchanged horses—my neighbour

10 *Distinguish between* —

Main, Mane, Pain, Pine, Plain, Plane, Practice, Practise, Rain, Rein



PAPER 12

1 Write sentences showing the grammatical use of *neither*, *the other*, *each other*, *one another*, *not*, *but only* (C U P 1897)

2 Give a few words (*six*) whose meaning changes by a change in the accent (C U P 1886)

3 Substitute phrases not containing a finite verb for the clauses in *italics*, without altering the sense — (C U P 1894)

✓ (a) *As soon as you arrive*, you should call in a doctor

(b) The student is so backward *that he cannot read a line correctly*

(c) *Although he repeatedly failed* he was not discouraged

(d) *Had you not helped him*, he would have been ruined

(e) *Since that is the case*, you had better go home

4 Distinguish between —

✓ (a) If he *be* here, (b) If he *is* here, (c) If he *were* here

✓ 5 Resolve the following into as many Simple Sentences as possible —

(a) The elephant which in size and strength surpasses all land animals, is a native both of Asia and Africa

(b) Alexandria, one of the most celebrated cities of antiquity, and formerly the residence of the kings of Egypt, is situated on the shores of the Mediterranean

✓ 6 Give the plurals of the following —

Clergyman, Mussulman, Churchman, Turkoman, Poet laureate, ✓
Focus, Formula

✓ 7 Form Verbs from the following —

Gold, Price, Glass, Prison, Dew, Friend, Knee, Height

✓ 8 Give the Diminutives of the following —

(a) Leaf, Part, Ice, Pill, Maid, Shade, Poet, Tower

(b) Duck, Lamb, Stream, Isle, Hill, Lass (C U P 1915)

9 Write a letter to Mr S C Auddy for some books ✓

✓ 10 Write an Essay on "The Bazaar in an Indian village"

PAPER 13

✓ 1 Re write each of the following sentences without a negative —

(a) He left no plan untried (b) He was not blind to the faults of his own children (c) Never again will I revisit my native land (d) No one will grudge him a holiday

✓ 2 Substitute one word for the expressions in *italics* in the following —

(a) His friends *found fault with* his conduct (b) Captain

Cook, sailed round the globe several times (c) The pupil *did not rightly understand* the master's explanation. (d) Who *performed* the service at church this morning?

3 Express the meanings of the verbs in italics in the following sentences by two or three words

(a) It is difficult to *distinguish* between things apparently similar (b) Human cares are not *alleviated* by wealth (c) The bishop was *venerated* by all classes (b) The anniversary of the institution *was celebrated* with great rejoicings

4 Distinguish between —

Emigrant and Immigrant, Eminent and Imminent, Eruption and Irruption, President and Precedent

5 Correct —

- (a) He entered head and heart into the business
- (b) There is no use of acting thus
- (c) He gave me opportunity for reading the letter
- (d) He has not eaten bread for two and half hours

6 Form Substantives from the following —

Abide, Brief, Deny, Double, Fly, Mock, Remit

7 Compare the meanings of —

Grain, Grains, Hail, Snow, Ice, Frost, Illness, Disease, To listen to, To hear, To keep, To place, Few, A few, Earthy, Earthly, Too, Very (C U P 1875)

8 Parse fully the italicised words —

- (a) *There* was no one *there* but *you*
- (b) The book is worth *quite* twenty *rupees*
- (c) How *high* is the wall? Not more than ten *feet*
- (d) Were it not for this, I should go *to see* him

(C U P, 1875)

9 Give appropriate words denoting the cries of the following animals —

Bear, Cat, Cow, Duck, Frog, Lamb, Monkey, Pigeon, Snake, Swallow

10 Combine the following sentences into a Complex sentence —

- (a) Sir Philip Sidney was seriously wounded
- (b) He was at a battle
- (c) It took place near Zutphen
- (d) The wound was inflicted by a musket shot
- (e) It broke the bone of his thigh

PAPER 14.

1 When can the Article be omitted before Common Nouns? When can it be used before Proper Nouns?

2 Explain the difference between shall and will in interrogative sentences, and correct or justify the following —

- (a) *Will* we see you here to morrow?
- (b) *Shall* you go to the market?
- (c) *Will* you go to the market?
- (d) *I will* be glad to see you
- (e) *I shall* give you notice of my arrival

3 Point out the difference in use between "Many a" and "A many" and in meaning between "A little" and "The little"

4 Correct the following —

(a) He said to me to try again, to turn over a new page, but I said my circumstances shall not allow prosecuting my study for future

(b) I leave by 4 30 o'clock train, to Darjeeling to see sceneries of Himalayas, thus I have many business to day, but I shall see you at yours on going to station (C U P 1905)

5 Parse the italicised words —

- (a) He died two years *since*
- (b) *Since* July last I have been ill
- (c) He came home at half-*past* four
- (d) It is now seven *o'clock*

6 Distinguish between —

Divers and *Diverse*; *Human* and *Humane*, *Statue* and *Statute*, *Yoke* and *Yolk*

7 Analyse —

"I do not know what others may think of what I have done, but to myself I appear like a child picking up pebbles on the shore, whilst the great ocean of Truth lies unexplored before me"

8 Explain the idiomatic expressions in the following —

- (a) The law will *remain a dead letter*
- (b) He *threw cold water* on my proposal
- (c) Such evils should *be nipped in the bud*
- (d) He was thoroughly *at home* in these topics
- (e) The questions are *at issue*
- (f) He is *of a piece* with his friend

9 Construct Simple Sentences using the following prepositional phrases, one in each —

By dint of, By way of, In case of, In point of, In the face of, In the teeth of, On the eve of

10 Turn into Noun Clauses the words in italics —

- (a) The king demanded *the surrender of the city*
- (b) Can you tell me *the author of the book?*
- (c) Do you know *his age?*
- (d) *The date of his birth* is uncertain

PAPER 15

1 Give the meaning of each of the following Prefixes — *be-, cis, fore, meta, mis, para, pro, re, syn, with* (C U P 1161)

2 Mention the different Suffixes which denote *being* or *state of being* (C U P 1871)

3 Compare the meaning of —

Expenditure, Expenses, Drown, Sink, Corpse, Carcass, Battle, War, Remind, Remember, Robber, Thief, Fault, Mistake, Booty, Prey (C U P 1874)

4 Substitute one word for each of following —

Make away with, contrary to law, the lord of the creation, state of being unmarried, state of being married, *one* who lives at the same time, that which is inherited from father, *one* residing in a country of which he is not a citizen, *child* born after the death of his father

5 In each of the following sentences write into in the blank space one word opposite in meaning to that of the word *italicised*.

- (a) Industry *prospered*, while agriculture
- (b) *Modesty* is more attractive than
- (c) The waves of the sea *advanced* and
- (d) *Dismiss* this workman but the other
- (e) His appearance was but his manner was *attractive*
- (f) It is equally wrong to tell him in jest and in

(B U P 1910)

6 Give sentences to exemplify the use of *still*—as a Verb, a Noun, an Adjective, and an Adverb, and of *Since* as an Adverb, a Preposition, and a Conjunction (C U P 1911)

7 Account for the Gender of the following italicised words —

- (a) The *mare* is a very good horse for work
- (b) What a pretty little *girl* it is!
- (c) The *moon* hath raised *her* lamp above

(d) *Winter* came the wind was *his* whip

(e) Love *virtue*, *she* alone is free

8 Give the substantive forms of the following words —
Broad, free, grow, high, likely, poor, slow, white, wide

9 Illustrate the use of —

(a) To play ducks and drakes

(b) To fight tooth and nail

(c) To lead a cat and dog life

(d) Under lock and key

(e) Penny wise and pound foolish

10 Turn into Direct Narration —

Androcles then explained to them that the very lion which was standing before them, had been his friend and partner in the woods and had for that reason spared his life, as they now saw

PAPER 16

1 Show by means of examples how the position of *only* modifies the meaning of a sentence (C P P 1899)

2 Combine the following sentences into one simple sentence —

(a) The king gained a victory

(b) The king ruled over England

(c) The victory was a decisive one

(d) It was gained over the Scots

(e) The battle was fought near Dunbar

(f) Dunbar is on the south east coast of Scotland

(g) This took place in 1294

3 Give words opposite in meaning (*Antonyms*) to each of the following —

Advance, Barren, Confident, Docile, Humanity, Love, Religious, Sincerity, Success, Temporary, Uniform, Universal, Vulgar, War

4 Give the meanings of the following phrases —

Cut short, Fall flat, Fall short, Hold good, Look sharp, Make good, Play false, Run short, Steer clear, Take ill, Talk big

5 Change the Part of Speech of the italicised words in the following —

- (a) The play gave us *pleasure* (Verb form)
- (a) He is *usually* a good speaker (Adjective form)
- (c) There is no *meaning* in what he says (Adverb form)
- (d) He was so *impertinent* as to *defy* his master (Noun form)
- (e) He *successfully* strove to win the first prize (Verb form)

6 Expand the following Simple Sentences into Compound ones —

- (a) The jury believes with the judge in his innocence
- (b) He hated every one but himself
- (c) Owing to ill-health he was unable to work
- (d) He fled away to escape being killed

7 Frame a set of questions from the following passages —

Warren Hastings was born in 1733 When he was seventeen years of age, he entered the service of the East India Company as a writer He returned home after fourteen years, but came back to India as a Member of the Madras Council in 1769 In 1772 he was made President of the Supreme Council of Bengal Two years later he was appointed Governor-General of India This office was given to him by the Regulating Act of 1773

8 Combine the following sentences into a Complex Sentence —

Columbus was a native of Genoa Columbus received ships from a king He also got men from the same king That king was king of Spain Columbus afterwards discovered America This was in 1492

9 Distinguish between —

Go home <i>direct</i>	} He is a <i>sorry</i> fellow	} I <i>was</i> to go home last night
Go home <i>directly</i>		

The book will be ready <i>in</i> a month	}
The book will be ready <i>within</i> a month	

10 Change the voice —

They laughed at him He was bid to stay Send this letter to the Post Office I shall have to do it They have named it

College Street He was put to death I shall be obliged to go
 You are expected to pass Does he know how it happened? It is
 said to have occurred in June last

PAPER 17

1 Fill up the gaps in the following —

The Kid and the Wolf

A Kid—on the roof—house, out of harm's—, saw a Wolf,—
 by ; and immediately—to taunt and revile— The wolf,—up, said,
 "Sir, I hear thee,—it is not—who mockest—, but the roof—art
 standing "

Moral Time and place often—the advantage—the weak—the
 strong

2 Correct the following —

- (a) I hope you will send me your good news
- (b) You will oblige me by sending its answer
- (c) The length of this wall is greater than the other wall
- (d) Entrance Examination will be held on the 28th
 February
- (e) It cost me hundred rupees
- (f) Insert definite article before this word
- (g) Alexander's treatment with Darius' wife was exemplary

3 Give the plurals of —

Maid servant, Maid of honour, Man servant, Man stealer, Com-
 mander in-chief, Lieutenant Governor, Governor General, and the
 Feminine of —Servant man, Bull-calf, Mr, Tom-cat, Czar, Viceroy

4 Give the appropriate names that denote the off- spring of the following animals —

Cat, Duck, Frog, Hen, Goat, Horse, Lion, Sheep, Stag

5 Give the Diminutives of —

Ball, Bull, Globe, Lock, Puss, Rose, Stream, Story, Swan, William

6 Form verbs from the following Adjectives —

Fine, Vile, Fat, Equal, Low, Fertile, Pure, Large, Calm

7 Compose short sentences to illustrate the use of each of the following phrases —(C U P 1883)

*Break down, Breck up, Give in, Give up, Make away with,
 Make out, Tell against, Tell upon*

NOTE.—Sentences with pronouns as subject and object will not
 be accepted

8 Supply prepositions in the blanks —

- (a) True politeness consists—considering (each) other's feelings
- (b) The furniture consisted—chairs and tables only
- (c) You should be consistent—your statements
- (d) Your practice is not consistent—your professions
- (e) The accident which resulted—the man's carelessness is likely to result—his death
- (f) Confide—me and I will try to help you
- (g) The management of the affair was confided—me
(C U P 1886)

9 Combine the following simple sentences into one compound sentence —

The battle was over Edward marched to Calais He besieged it by sea and land In the meanwhile Robert Bruce took advantage of Edward's absence He invaded England He was king of Scotland He was the ally of France

10 Turn into Indirect Narration —

"Have you finished your lesson, George?" said Mr Prentice to his son "No father," replied George hanging down his head "Why not, my son?" "Because it is so difficult father, I am sure I shall never learn it Besides, I could not remember it after I had learnt it, my memory is so bad" "If I were to promise you a holiday on the third of next month, do you think you would forget the date?" "No, I am pretty sure that I should not"

PAPER 18

1 Parse the italicised words in —

- (a) A *thousand* pounds a year
- (b) He rose *step* by step
- (c) Act in the living present, *heart* within, and *God* overhead
- (d) I thought of *seeing* him
- (e) I am fond of *reading*

2 Give English equivalents to the following words and phrases —

Ab initio, Ad infinitum, Alias, Anno Domini, De facto, De jure, Exit, Exeunt, Ex parte, Finis, Ich dien, In memoriam, In status quo, Locus standi, Nom de plume, Nota bene, Nolens volens, Post mortem, Prima facie

3 Translate into English —

চোবে চোবে হাসতুতো ভাই। গেয়ো যুগী ভিক পায় না। তিনি বক
বার্ষিক। সে বামণ্ড নেই, সে অথোধ্যাও নেই। কার আন্ধ বেবা করে
খোলা কেটে বায়ুন মরে। বাণিজ্যে বসতে লম্বী। মুলে মাগ নেই উত্তর
শিওব।

4 Analyse —

Breathes there the man with soul so dead,
Who never to himself hath said—
'This is my own, my native land',
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand ?

5 Point out the co-ordinate sentences in the following and state whether they are Copulative, Adversative, Alternative, or Causative —

At one time he works hard, at another he is idle The miser had many relatives, nevertheless he died friendless You should either go yourself or you should send a trustworthy messenger There was nothing to be seen, so they went home Prosperity gains friends, but adversity tries them

6 Explain —

- (a) Perhaps my sister will turn up
- (b) He never lost a chance of turning a penny.
- (c) The cigar smoke turns his stomach
- (d) The evidence turned the scale in his favour
- (e) Cowards turn tail when they see the enemy
- (f) He turned a deaf ear to my advice

7 Comment on the following —

- (a) Caesar as well as Cicero *was* eloquent
- (b) Caesar as well as Pompey *were* great men
- (c) The secretary and treasurer *has* sent *his* report
- (d) The secretary and the treasurer *have* sent *their* report

8 Give instances (two in each case) of Compound Adjectives formed by joining —

Adjective and Adjective, Noun and Adjective, Adjective and Noun, Adjective and Participle

9 Distinguish between —

- (a) An oil lamp and lamp oil
- (b) A finger ring and a ring finger

- (c) A *mad house* and a *mad house*
 (d) A *ground nut* and a *nut ground*

10 Form nouns denoting office or jurisdiction from the following —

Apostle, Bishop, Christian, Earl, Lady, Pontiff, Pope, Professor, Protector, Sheriff

PAPER 19

1 What Part of Speech is there in the sentences —

There lived a man A man lived *there* ?

What Part of Speech is that in the following sentences ?
 (See O. U. P. 1911)

- (a) Work *that* you may succeed
 (b) This is the horse *that* I bought
 (c) Is it true *that* you came last night ?
 (d) Do you know *that* lad ?
 (e) This is true, *that* is false
 (f) Is *that*, *that* you told me, a fact ?
 (g) I know *that that that that* is used to introduce a noun clause is a conjunction

2 Express the following idiomatically as simple sentences — (O. U. P. 1880)

- (a) If you will think a little on the matter, you will find out where you are wrong
 (b) When you have some leisure, tell me what people are saying in the town
 (c) The last time you and I met was in May, and this is December, eight months have passed
 (d) When a man lays out his plans for the future, he cannot tell how they will turn out

3 Complete the following sentences by inserting one word in each of the blank spaces —

- (a) I—be much obliged if you—kindly let me know how the letter—be addressed
 (b) If you—done this, you certainly have lost your life
 (c) He is such a man—you describe
 (d) Cicero boasted that he had—dust in the eyes of the jury
 (e) I sympathise—you in your affliction

4 Substitute one word (an adjective) for the italicised expressions in each of the following sentences —

He *could not endure* pain His words left on my mind an impression *never to be effaced* My cousin is *easily made angry* They were most *inordinately desirous of money* No one can *understand* the nature of the Deity He was *adverse from mixing in society*

5 Give examples of —

A *dative*, a *cognate accusative*, a *reflexive object*, a *factitive object*, a *defective verb*, an *impersonal verb*, a *double superlative*, a *double plural*, a *gerundial infinitive*

6 Transform the following sentences from Assertive to Exclamatory —

(a) A vast number of pilgrims go to Benares (b) A little knowledge is indeed a dangerous thing (c) A little spark may kindle a great fire (d) That man is utterly foolish and improvident

7 Give examples of the use of —

As—as a *Relative Pronoun*

But—as an *Adverb*

Little—as a *Noun*

Near—as an *Adjective*

Round—as a *Verb*

What—as an *Adverb*

8 Write a letter to the head of a department asking for a situation

9 Illustrate by examples the use of the present tense as expressing (1) an historical present, (2) a future indefinite, (3) a universal truth, (4) an habitual state, (5) the possession of a faculty, (6) a single act

10 Construct three sentences showing the use of double prepositions (e g *from among*)

PAPER 20

1 Distinguish between —

At and *in* (as applied to *place*)

At, *on* and *in* (as applied to *time*)

In and *Into*

At the same time and *In the same time*

Among and *Amidst*

2 Construct Sentences using the following idiomatic phrases —

Kith and Kin, Part and Parcel, Right and Left, Sum and Substance, Tit for Tat, Wear and Tear, Wind and Weather

3 Re-write the following sentences changing the voice of the verbs in *italics*, without altering the sense —

(a) In 1498 Vasco de Gama *discovered* a new route to India, and this *put* the trade into the hands of the Portuguese, who *retained* it for a long time

(b) *Having found* a guide who *knew* the road, we *placed* the baggage on the mules, *said* the shepherd who *had conducted* us so far, and *sent* him back to tell our friends where they *might find* us

4 In the following clauses put the direct clauses into the indirect form (*The pronouns in italics must not be altered*)

(a) I said to *him*, "when will you give *me* the book?"

(b) I said to *you*, "come and sit near me"

(c) Did *you* say to *her* "I will never speak to you again?"

(d) *He* said to *me*, "I cannot promise to give you promotion"

(e) I said to *them*, "Don't bother me"

(f) I said to *them*, "Will you go with me?"

(C U P 1881)

5 Correct the following —

(a) It is now three months that I did not receive any letter from you (b) After refreshing a little, I made him farevell and departed home (c) He promised me to give a prize if I could pass the examination creditably (d) I will pay you a visit on the day in question (e) He knocked my head twice or thrice and I fainted and fell down on the ground (f) He fell in a river and instantly drowned

6 Punctuate the following sentence, putting capitals, quotation-marks, etc., where necessary —

Yes sold said eliza firmly I crept into the closet by mistress's door to night and I heard master tell missis that he had sold my harry and you uncle tom both to a trader and that he was going off this morning on his horse and that the man was to take possession to day

7 Explain the words in *italics* in the following phrases —

A *standard* writer, a *dry* jest, an *indifferent* physician, a *handsome* subscription, the *late* Mon Mohin Gosh, in *round* numbers, this is of the *last* importance, gone *for good*, the *main*

thing a *sound* flogging, they came to *high* words, a *broad* hint, a *flat* refusal, a *hard* bargain, a *rough* guess

8 Form Adjectives from the following nouns —

Brass, Court, Feather, Home, Horn, Land, Lord, Oil, Root, War

9 Replace the Prepositional Adjective phrases in the following by adjectives —

He wore a crown of gold The book before me was quite new
He was a man of action Many officers of distinction have died
The governor of the province opposed the king This custom has
come down from time beyond all memory The war between
France and Germany took place in 1870

10 Give an outline of an *Essay on Friendship*

PAPER 21

1 Illustrate by examples the use of —

Above—as a *Noun*

After—as an *Adjective*

All—as a *Noun*

Better—as a *Verb*

Half—as an *Adverb*

Near—as a *Verb*

One—as a *Pronoun*

2 State the principal rules for the Sequence of Tenses and illustrate them by examples

3 Give distinct meanings of Put according as it is followed by *forth*, *forward*, *off*, *upon*, *out*, *up* (C U P 1879)

4 Supply the ellipsis —

Every one must answer—themselves Neither poverty—riches^s
—injurious—him There is no need—your interference He was^s
not—an instant diverted—his purpose We descended—the hill—
rapid pace His brother called me, and we—walk Christmas—I
—been—year—school We attribute all—errors—his education
(C U P 1879)

5 Give the Past Tense and Past Participle of each of the following —

Thrive, forbid, blow, thrust, sting, slide, melt, read, stink, shed,
drown, wend, cleave, saw, see, sew, sow, sue

6 Add the suffix (1) *ing* to—stay, die, pity, dye, (2) *able*
to—peace, change, excuse, advise, (3) *ous* to—envy, pity, glory,

duty, (4) *ly* to—real, whole, true, day, (5) *ed* to—sin, drown, repeat, travel, worship, (6) *ment* to—confine, acknowledge, abridge, judge, (7) *ence* to—occur, infer, confer, abhor

7 Correct —

- (a) He used foul languages to his mother
- (b) Ram pledged his words
- (c) Last night's storm did not make much injury to the crops
- (d) Do you know how ink is prepared?
- (e) I never saw such a man like him

8 Parse the words in italics —

- (a) He has many *virtues*
- (b) *Tea* is a refreshing drink
- (c) India produces the best *teas*
- (d) *Fish* live in water
- (e) *Fish* is a good food

9 Give the meanings of —

Altar, Alter, Ascent, Assent, Aught, Ought, Bale, Bail, Calendar, Calender, Canon, Cannon, Coarse, Course, Councillor, Counsellor, Desert, Dessert, Farther, Further, Haven, Heaven, Indite, Indict, Lightening, Lightning, Miner, Minor, Principal, Principle, Prophecy, Prophesy, Stationary, Stationery, Straight, Strait, Treaties, Treatise, Whether, Whither

10 What are the tenses of the following? Give reason for your answer

- (a) He *prepares* his lesson
- (b) He *is preparing* his lesson
- (c) He *has prepared* his lesson
- (d) He *has been preparing* his lesson

PAPER 22.

1 State the force of *for* and *of* in the following expressions —

Tit *for* tat I have been ill *for* a month He could not speak *for* shame The Viceroy left Calcutta *for* Simla I read *for* amusement The ministry is *for* war He is wise *for* his years *For* all his riches he is not happy A beast *of* prey The city *of* Calcutta He died *of* fever A crown *of* gold

2 What do the following Abbreviations signify ?

AM, BA, BL, CB, CE, Cf, CIE, COL, CSI, DV, *eg*,
 ETC, HON'BLE, *ie*, KCIE, KCSI, KG, LIEUT GOV, MA, MP,
 MS, NB, OXON, PER CENT, PM, PWD, P S, R E, REV, RT REV,
 RT HON, ST, TO VIZ, XMAS

3 Accentuate the following words —

NB — *n* = Noun, *v* = Verb, *a* = Adjective

Absent (*a*), August (*a*), Conflict (*v*), Discount (*v*), Invalid (*a*),
 Minute (*n*), Perfume (*v*), Produce (*n*), Rebel (*n*), Refuse (*n*), Transfer
 (*v*), Transport (*n*)

4 Parse the italicised words —

(*a*) Long *live* the king

(*b*) Please *do* this

(*c*) Better *dwelt* in the midst of alarm than *reign* in this
 horrible place

(*d*) He did nothing but *laugh*

5 Mention some Adjectives of the comparative degree
 that are followed by *To* and not by *Than*6 What are the meanings of the Reflexive forms of
 Personal pronouns ?7 What are the meanings of the following interro-
 gatives ?

(*a*) Who is he ?

(*b*) What is he ?

(*c*) Which is he ?

8 Correct the following sentences —

(*a*) He asked me that why had I not availed of the permis-
 sion granted ?

(*b*) Do not despair to pass the examination, though you had
 been hindered to study

(*c*) There is not a so large city in whole India than
 Calcutta (O U P 1893)

9 Exemplify and explain three different senses of the verbs
do, go, make, run, as currently used (O U P 1892)

10 Form sentences showing the use of the following —

Attend *upon* }
 Attend *to* }

Compare *with* }
 Compare *to* }

Liable *for* }
 Liable *to* }

Familiar *to* }
 Familiar *with* }

Disappointed *of* }
 Disappointed *in* }

Responsible *to* }
 Responsible *for* }

PAPER 23

1 Re-write the following so as to avoid the use of the pronoun *it*

- (a) It is good to wait, it is better to work
- (b) It is very cold
- (c) How long is it since you saw my father ?
- (d) It is expected that you should go
- (e) It is said that the ship is lost
- (f) It is remarked that wisdom does not always accompany knowledge.

2 Write out the Fable of the Hare and the Tortoise based upon the motto "The slow and steady wins the race"

3 Which one in each of the following pairs of examples is correct ?

- (a) He was tottally wrong—He was totally right
- (b) He is prone to idlencess—He is prone to diligen ce
- (c) He is in a good plight—He is in a bad plight
- (d) I pocketed the insult—I pocketed the kindness
- (e) I put implicit hope on him—I put implicit faith on him
- (f) He came the other week—He came the other day
- (g) It is a glaring mistake—it is a glaring truth

4 What prepositions are used with the following verbs —

Acquit, Answer, Approve, Beg, Confer, Dispute, Excel, Feed, Guard, Hesitate, Interfere, Jump, Laugh, Mourn, Plot, Revenge, Sue, Trample, Wait, Yield

What prepositions are used with the following adjectives —

Ambitious, Born, Competent, Due, Eminent, Fond, Hopeful, Indignant, Lame, Mindful, Privy, Responsible, Slow, Weary, Zealous

5 What is the difference in the usage of the following past participles —

Bound, Bounden, Cleft, Cloven, Drunk, Drunken, Got, Gotten, Hanged, Hung, Molted, Molten, Sheared, Shorn, Sunk, Sunken, Worked, Wrought

6 What are Weak Verbs and Strong Verbs ? Give a few examples of the former kind whose final consonant is doubled in the past tense

7 Distinguish between —

Fly and Flee , Childlike and Childish , Epoch and Era , Map and Chart , Compare with and Compare to , Habit and Custom , Corporal and Corporeal , Infection and Contagion , Holiday and Holy day , A nobleman and A noble man

8 Turn into Indirect Narration —

"Stay with us," said the generous robbers , "the mountains of gold which the government have set upon your head may induce some gentleman to betray you, for he can go to a distant country and live on the price of his dishonour , but to us there exists no such temptation"

9. Analyse —

Tell me not, in mournful numbers,
 "Life is but an empty dream"
 For the soul is dead that slumbers,
 And things are not what they seem

10 Give the Outline of an Essay on Perseverance.

PAPER 24

1 Give Outlines of —

- (a) A letter that a boy would write to his friend, who has got a situation
- (b) An application a boy would write for a situation as an apprentice

2 Turn the following Simple Sentences into Complex ones by changing the italicised words into the clauses marked against each of them —

- (a) *The Origin of the War* is given below (Subject Noun Clause)
- (b) He knows *the author of the book* (Object Noun Clause)
- (c) The result was *the total defeat of their army* (Complement Noun Clause)
- (d) *Popular* errors are not easily removed (Adjective Clause with the Subject)
- (e) We saw the *wounded* horse (Adjective Clause with the Object)

3 Convert the following Complex Sentences into Simple ones by changing the italicised adverbial clauses into words or phrases —

- (a) I will come back *before many days pass by*
- (b) Send the man *where I am sitting*
- (c) Is the stick *as long as it is necessary* ?

4 Write down Answers to the following Questions both in the affirmative and negative forms — Did you go to the circus ? Is the day cloudy ? Is the man blind ? Has he paid back the money ? Were you not absent yesterday ? Will he be able to answer my questions ? Were you ill ? Were you not ill ?

5. Distinguish between —

Are you <i>coming</i> to school ?	}
Are you <i>going</i> to school ?	
Kindly excuse my <i>coming</i> to the meeting	}
Kindly excuse my <i>not coming</i> to the meeting	
This matter is of the <i>first</i> importance	}
This matter is of the <i>last</i> importance	

6 Parse the italicised words —

- (a) He came here at ten o'clock *as usual*
 (b) This school bids *fair* to flourish
 (c) We can *but* die
 (d) Water is leaking out *little* by little

7 Show the change in meaning that the following words undergo by the addition to them of the prepositions named

(C U P 1874)

Break—*out, in, down*
 Fly—*at, away, open*
 Look—*at, for, on, up, to*
 Ride—*at, out*
Illustrate by sentences

8 Combine the following simple sentences into a Compound or Complex sentence —

A husbandman sowed some corn in his fields He had only recently done so Cranes came to eat the corn The husbandman fixed a net in his field to catch the cranes

9 Punctuate the following passage, using capital letters where required — man considered in himself is a very helpless and a very wretched being he is subject every moment to the greatest calamities and misfortunes he is beset with dangers on all sides and may become unhappy by numberless casualties which he could not foresee nor have prevented had he foreseen them

10 Insert the proper word in each of the blanks —

(C U P 1895)

New books are so—that I must—to procure—second—ones John as well as James—to be rewarded for—diligence This boy and his brother—reason to feel ashamed of—cowardly behaviour He alone has faithfully—his promise, the others have treacherously—theirs

PAPER 25

1 Write a letter of 40 to 80 words giving an account of the manner in which the article **the** is used by some, as distinguished from the way in which all ought to use it (O U P 1891)

2 Mention instances of Transitive Verbs having a passive signification in the Active form

3 In what way can Transitive Verbs be used Intransitively? How can Intransitive Verbs become Transitive? Illustrate

4 Combine the following into one complex sentence — Those events were occurring At that time the queen died by her own hands This was commonly reported The queen had been his sole partner in his wickedness In her bosom he could sometimes seek momentary repose from those terrible dreams Those dreams afflicted them both nightly The queen was unable to hear the remorse of guilt and public life (O U P 1896)

5 Illustrate by short sentences the Possessive singular of the following —

Conscience, Duchess, Goodness, James, Jewess, Lady, Negro, Ostrich, People, Xerxes

6 Place proper accent on each of the following words —

Commerce, Commercial, Complete, Completion, Compose, Composite, Famous, Infamous, Industry, Industrious, Prudent, Imprudent

7 Supply appropriate prepositions after each of the following words —

Ambition, Ambitious, Care, Careful, Confidence, Confident, Dependent, Independent, Fill, Full, Fond, Fondness, Hope, Hopeful, Pride, Proud, Synonym, Synonymous, Want, Wanting

8 Explain —

- (a) The moon is on the wane
- (b) They fought to the last
- (c) They were killed to a man
- (d) He is a fool at the best
- (e) You are not to the point

9 Combine the following into Simple Sentences in the manner indicated —

(a) The Spartan general fought bravely with a small band against the Persian host He then died gloriously for his country (*By using a phrase*)

(b) The general was slain His men fled in all directions (*By using an Absolute Phrase,*)

(c) The Hindus have laws of their own The Mussulmans have laws of their own The two sets of laws are not the same (*By using a Preposition with a noun*)

- (d) The boy is the cleverest in the school No other boy can be compared with him (*By using an Adverb*)
 (e) The Russians are superior to the English by land This is known to everybody (*By using an Infinitive*)

10 Supply the words understood in the following sentences —

- (a) I know he is wrong (b) Ram came but Shyam did not
 (c) I shall leave for England in a month, if not sooner (d) I am not such a fool as to believe that (e) We are travelling to Delhi and Agra (f) Love your parents (g) I am older than my sister

PAPER 26

1 Distinguish between —

- | | |
|---------------------------|----------------------------|
| (a) { I met him | (b) { I touched the point |
| { I met with him | { I touched upon the point |
| (c) { I guessed the facts | (d) { I worked the machine |
| { I guessed at the facts | { I worked at the machine |

2 Form Adjectives from the following sentences —

Enemy, Flower, Head, Infant, Joke, Ocean, Opinion, Salt Spleen

3 Compose short sentences using (1) Olose as a verb, an adjective, a noun, and an adverb, (2) Cast as an adverb, a preposition, a noun, and an adjective, (3) Why as a noun, an adverb, and a conjunction

4 Distinguish between —

- | | |
|-------------------|-----------------------|
| (a) { I met a man | (b) { He spoke little |
| { I met one man, | { He spoke a little |

5 What does It stand for in the following sentences —

- (a) It is not in mortals to command success
 (b) It is uncertain when he will come

6 Supply the omissions in the following sentence so as to express (a) certainty, (b) doubt, (c) denial

If that—the case, he—punished

7 In each of the following sentences contract the subordinate clause into a phrase introduced by a preposition

- (a) The boy prayed that he might be as rich as Cressus
 (b) I enquired if he was well
 (c) He must not be absent unless he receives permission

8 Punctuate —

Androcles who had no harm of any kind now gave himself up for lost what shall I do said he I have no spear or sword no not so much as a stick to defend myself with

9 Rewrite the following sentences in the negative form without changing the meaning —

- (a) He came as soon as he was called
- (b) He was more to blame than any one else
- (c) Helen was the most beautiful of all

10 Distinguish clearly between the sentences in the following groups

- (a) { He writes the language as well as speaks it
He writes the language as well as he speaks it
- (b) { Will it be done ?
Shall it be done ?
- (c) { I can do it alone
I alone can do it
- (d) { The older men are the wiser
The older men are, the wiser they are

PAPER 27

1 Fill up the blanks in the following by selecting appropriate words from those in italics — *Enjoyment, pleasure, delight, gratification*

She is in the—of excellent health I hope to have the—of spending a long evening with you It gives me no—to see him in trouble Life was given us for more important purposes than the—of our animal appetites True friendship is a source of exquisite—

2 Correct the errors in the following —

- (a) The table' height is three feet
- (b) I am determined he will go
- (c) I am certain he shall go
- (d) I never saw him before, that I know
- (e) We almost never meet

3 Substitute an equivalent expression for For in each of the following —

- (a) Take her for your wife
- (b) For three hours he sobbed
- (c) I sold it for a rupee
- (d) He will work for William's children
- (e) A heart for any fate

2 Give examples (three in each case) of suffixes to nouns denoting *quality*, *littleness* *place* or *office*, and also of adjectival suffixes indicating *absence of a quality* and *having it in a small degree*

5 Contract the following into simple sentences —

(1) She advanced towards the robber and presented the young prince to him, and called out to him "my friend"

(2) As soon as he came into the room, I walked out that I might not be under the necessity of speaking to him

6 Point out the ambiguity in the following sentences —

(1) They dwelt in the love of God and man

(2) He loves you as much as John

(3) I saw him quite well

7 Insert appropriate prepositions in the blanks in —

(1) I hope the time appointed — the meeting will be convenient, —

(2) I am afraid it will not be convenient — me to attend the meeting

(3) He bears no resemblance — his father

(4) There is no resemblance — his father

8 Distinguish between —

(a) *At the top* and *On the top* ✓

(b) *In an hour* and *Within an hour*.

(c) *Engaged in* and *Engaged to*

(d) *Nearly* and *Almost*

(e) *Nearly* and *Hardly*

9 Give the meanings of —

He is well He is well off

Poor as he was As he was poor

Take heart Take to heart

Go to school Go to the school

I dare say I dare to say

10 Form nouns from the following verbs —

Assemble, Abide, Choose, Fly, Grow, Impel, Steal, Shake, Weave

PAPER 28

1 In the following Elliptical Phrases, supply the words omitted —

(a) Provided you go (b) No sooner said than done (c) Whether or no (d) Thanks to you

2 Mention some transitive verbs that cannot be used in the passive voice when followed by certain Prepositions Name also the prepositions after the verbs you mention

3 What do **May** and **Must** express in the following sentences

- (a) You *may* go (b) He *may* recover (c) *May* you be happy
(d) You *may* pry (e) He *must* be mad if he had said this

4 Distinguish between —

- (a) { I am glad *to see* you
 { I am glad *to have seen* you
(b) { He appeared *to be* rich
 { He appeared *to have been* rich

5 Combine the following Simple sentences into a Complex sentence —

He turned up the cradle He found his child unhurt He found in enormous serpent lying dead on the floor The serpent had been killed by the faithful dog The courage and fidelity of the dog preserved the life of the child The courage and fidelity of the dog deserved a very different fate

6 Fill up the blanks in the following with appropriate words —

He is—ill, he cannot come He is—ill that he cannot come
He is—ill to come Scarcely had he begun to speak—he was interrupted That is a good pen but this is *à* *à*—

7 Make the following sentences emphatic by using *it* —

- (a) He had not taken the step for his own sake (a) They complained of excessive taxation not without reason
(c) A bad workman complains of his tools
(d) The dishonest always suspect dishonesty in others
(e) You have done all the mischief
(f) They employed the vile informer

8 Change the Adjectives into the Comparative degree in the following —

- (a) This plum is as red as that cherry
(b) This ground lies as high as any in the country
(c) Henry is as honest as his father
(d) This is as glorious a victory as that of Waterloo
(e) The senate was as eager as the people to avenge his death
(f) You have as little cause of complaint as anybody else

9 Discriminate between —

(a) Discover and Invent, (b) Dumb and Silent, (c) Freedom and Liberty

10 Give the Masculine and Feminine of the following nouns of the Common Gender

Horse, Fowl, Deer, Sheep, Calf, Spouse, Orphan

PAPER 29

1 Re write the following sentences according to the directions given —

(a) Only the morning star remained in sight (Replace *only* by *all*)

(b) He is so proud that he will not submit to correction (Replace *so* by *too*)

(c) I saw him last three weeks ago (Substitute the preposition *for* for *ago*)

(d) I could not but feel sorry for what you had said (Replace *but* by *help*)

(e) Work hard, or you will lose your place in the class (Change this from Compound to Complex)

(f) As soon as the storm commenced, the boat was upset (Rewrite this as a simple sentence)

2 Derive Nouns from the following words — Tell, dig, cocke break, premises, flow, wake broad sow, give high, heal, dare, bear, advise, choose, refuse (C U P 1885)

3 Form short sentences to illustrate the different meanings of —

(a) To make—*up, up to, at, over, for, away with, out*

(b) To play—*off, at, with, out, on*

(c) To fall—*to, out, out with, in, in with, away*

4 What are the three different ways in which the following sentence may be interpreted?

“ I told you before all about it ”

5 Turn into Direct form —

(a) All who heard this said that he was speaking the truth

(b) My brother told me that he had been reading all day

(c) We told him that this fault would be pardoned, if he confessed it

- (d) He told me that I was mistaken, and that I should not go that day
- (e) Pilate replied to the Jews that what he had written he had written
- (f) Finding no remedy, he said to himself that it was better to die than to live in such misery as he was compelled to suffer from a master who treated him, and always had treated him, so unkindly

6 Frame sentences using the following words as verbs — bag, beard, book, brave, head, iron, man, paper, rock, shoe, voice, water

7 Insert prepositions in the blanks in —

- (a) Do not live—riches, but whatever you live—, live—honest labour, and if you have to live—a small income live—your means
- (b) India borders—Burma, and is separated—it partly—the Bay of Bengal, which lies—them and partly—a line—mountains situated—the north—the Bay

8 Divide the following words into syllables — *refer, success lamentable, consider, adversary, variety*, and write down the second person singular, present indicative active, and the first person singular, future indicative active, of the verb *to love*, expressed interrogatively in the negative form

9 Of the following sentences *re write* (a) without exclamation, (b) without the imperative, (c) without interrogative, and (d) without infinitive —

- (a) How few appear in those streets which but some hours ago were crowded
- (b) Take a farthing from hundred, it will be hundred no longer
- (c) To what can I attribute this silence but displeasure or forgetfulness
- (d) To hear of your success would have given me the utmost pleasure

10 Add each of the following terminations to the words opposite to it —

ing—Judge, bid, turn, agree, begin, worship
ous—Bile, grace, melody, virtue, grieve, plenty
able—Pay, cure, remove, change, value, derive
full—Awe, woe, will, duty, skill
ly—Easy, dry, ready, cool, true, whole

PAPER 30

1 Give the meaning of the following phrases —

All the year round If the worst comes to the worst Not worth powder and shot For all the world Make mouths at Take in good part Take a fancy to Under the circumstances

2 Form two Adjectives from each of the following words —
e.g. King=Kingly, Royal

Child, Day, Earth, Father, Flesh, Friend, God, Heart, Home, Life, Mother, Water, World

3 Distinguish between —

Industrial and Industrious, Continual and Continuous, Popular and Populous, Momentary and Momentous, Notable and Notorious, Elemental and Elementary, Imperial and Imperious

4 Re-write as directed —

(a) Do you find victories, and we will find rewards—as a *complex sentence*

(b) The more you deny yourself, the better you become—as a *simple sentence*

(c) If they choose to trust the affairs of the public in such a thing, I cannot help it—Substitute for *it* the phrase for which it stands

5 Correct the errors in the following —

(a) He wrote his cousin and brother to effect that my two family members are too much indisposed, and consequently I will not be able to keep the invitation you had sent and join your elder's marriage ceremony on the 13th ultimo at yours

(b) When I reached at the place where the accident had taken a place, I found my friend has laid there since an hour unable to rise himself because of the too painful wound of his ankle

(c) He fell into a difficulty, because instead of to be benefited by my disinterested counsel he was induced by his unprincipled associates so as to follow their advice
(C U P 1904)

6 Construct short sentences introducing the following —

In the least, at all, in accordance with, in spite of, on the contrary, nevertheless (C U P 1915)

7. Convert the following complex sentences into simple sentences —

(a) Socrates proved that virtue is its own reward

(b) It appeared that he had forgotten his lesson

- (c) The place where he was buried is unknown
- (d) Some animals that have no lungs breathe with the skin
- (e) As he came late he was punished

8 Change the voice —

- (a) I dislike the noise of drum beating
- (b) I found the boys laughing at me
- (c) Good intentions pave the road to hell
- (d) Take great care, boy, to have everything ready
- (e) I am sorry to find that they did not promote you this year
- (f) Men must endure what they cannot cure
- (g) This is too good for us to expect

9 Fill up the following blanks —

- (a) The young man was angry——me for pointing——him that his addiction——gambling would be the cause——his ruin
- (b) When my employers dispensed——my services, I disposed——my furniture, was reconciled——my fate and set ——a grocer's shop
- (c) The messenger asked the station master——the train was late——it would arrive——many passengers it carried and——its average speed was (C U P 1911)

10 Explain the italicised phrases in the following —

An *out-of-the way* place *Out-of doors* work

A *hole-and corner* method A *stay at home* person

A *go ahead* man An *upside-down* notion

A *dog-in the manger* policy A *Jack-in-the box* man

ANSWERS

10

THE TEST PAPERS

ANSWER PAPER 1

- 1 (a) The *first* means that he would *take up his abode* temporarily in *Calcutta*. The *second* would mean that he would stop in *Calcutta* for sometime on his way to some other place.
- (b) The *first* denotes Simple Futurity. The *second* denotes the determination of the speaker.
- (c) In the *first* the members of the committee are taken collectively, hence the verb is singular. In the *second*, they are taken individually, hence the verb is plural.
- (d) The first means *in a short time*, the second means *in few words*.

2 (a)=A fatal disease (b)=An irrecoverable loss (c)=An innocent man

3 (a) I *told* him to buy a copy of &c (b) I *have been* suffering from fever for the last 15 days (c) Did you appear &c

4 (a) *Discovered* (b) *Liberty* (c) *Notorious* (d) *Constructed*

5 (a) Is not thy necessity greater than mine? (b) Is it not true that Napoleon was a wonderful man? (c) Did not Ram love him? (d) Is not God great and is not His power mighty?

6 The castle *in* form is an oblong, and stands *on* the edge of a steep rock which is washed *on* two sides *by* an arm of the river. The walls are flanked *with* eight circular towers standing *by* themselves, each *of* which formerly had a slender tower, rising *on* the top *from* which hot substance would be poured *upon* the assailants below.

7 *A* began by wishing *B* good morning and inquiring how he was. *B* thanked *A* and said he was pretty well, but that those were hard times. *A* replied that they certainly were but we had all to do the best we could.

Sentence	Kind of Sentence	Subject	Enlargement of the subject	PREDICATE			Extension of the Predicate	Connective
				Verb	Completion of the Predicate	Object with Enlargement		
(1) Lives of great men will remind us	Principal to (2) & (3)	Lives	Of great men, all	Remind		Us,		
(2) We can make our lives sublime	Sub Noun cl to (1) & co ordinate to (3)	We		Can make	Sublime	Our lives		
(3) And departing leave behind us sands of time	Sub Noun cl to (1) & co ordinate to (2)	(We)		(Can) leave		foot print s	Departing Behind us On the sands of time	And

9 (a) *Annals, Fetters, Tidings* (b) *Scenery, furniture, offspring* (c) *Abuse* (singular)=(1) Wrong use (2) Reproach
Abuses (plural)=Wrong uses *Foot* (singular)=(1) Part of body
 (2) Infamously *Feet* (plural)=Parts of body *Light* (singular)=(1) Of a lamp (2) A lamp *Lights* (plural)=Lamps (See our *Aids*, pp 14-15)

10

To

THE REGISTRAR, MILITARY DEPARTMENT

SIR,

Understanding from an advertisement, in the *Indian Mirror* that you require several clerks for your office, I beg respectfully to offer myself as a candidate for one of the posts

With regard to my qualifications, I beg leave to state that I was educated at the L M S Collegiate School and College, that I passed the Entrance Examination of the Local University in the First Division in 1868, and the F A. Examination in the Second Division in 1870, and that I served as a Clerk, in the Office attached to the Calcutta Court of Small Causes for two years I have, therefore, some experience of office work

I enclose herewith copies of testimonials as to my character and University attainments

I have the honour to be,

SIR,

Your most obedient servant

BIPIN BIHARY BOSE

CALCUTTA, }
 The 14th June, 1878 }

Direction on the Envelope

To

The Registrar, Military, Department,
 Calcutta

ANSWER PAPER 2

- 1 (a) I did not *expect* such a treatment at his hands I *hoped* for good treatment at his hands
- (b) I am *convinced* of my errors
 He was *convicted* of theft
- (c) He *says* that he is going away
 He *told* me that he was going away
- (d) It is not at all *probable* that he should fail
 All things are *possible* with God

2 (a) I have *made up* my mind to go to Darjeeling They *made up to* us with boldness The lion *made at* the stag The Viceroy *made over* the charge of his office yesterday I cannot *make out* the meaning of this passage

(b) He *played off* many of his tricks there They *played a* game *at* whist You should not *play with* the feelings of others. He *played out* his part well

(c) They *fell to* eating His teeth have *fallen out* A man of irritable temper often *falls out with* his friends I cannot *fall in* with his views He *fell in with* a small ship which he took for a prize

3 "I am," said the lion "very feeble, my teeth have fallen out, and I have no appetite" Addressing a fox, he said, "Enter the cave, for I wish to have the pleasure of your conversation "

4 (a) The boy *came* here this morning—We say *came*, if we use the expression when morning is over, *i.e.*, at noon or in the evening The boy *has come* here this morning—We say *has come* if we use the expression before morning is over

(b) To-morrow *shall* be a holiday=A command given by a superior officer in an office or school To-morrow *will* be a holiday=A mere futurity

5 (a) *The* is an adverb qualifying the adjective more *More* is an adjective of the comparative degree qualifying the noun (*persons*) understood

(b) *Feet* is a common noun, neuter gender, 3rd person, plural number, objective case, (*here*) used as an adverb modifying the adjective *high* It is usually called an "*adverbial object*"

(c) *Ambition* is an abstract noun, neuter gender, 3rd person, singular number, objective case, governed by the adjective *worth*

6 *Letters*=Learning, *Irons*=Fetters, *Grains*=Small particles, *Salts*=As, smelling salts, *Corns*=Excrescences on the feet

7 (a) God send, Rain fall (b) Break fast, Spend thrift (c) After-life, In side

8 (a) This question is *different from* that—The matter is *different to me* (b) A is *equal to* B—A is *co equal with* B (c) He is *neglectful of* his studies—He is *negligent in* his studies (d) I am *sensible of* pain—She is *sensitive to* abuse

- 9 (a) Brought to book = Called to account
 (b) Gone to the dogs = Is ruined
 (c) Hold water = Bear close examination
 (d) Knock off = Cease working

10 The lion *who* was once king of the beasts of the forest *being* at last become weak from old age and *being* unable to obtain food felt that he would soon die of hunger

ANSWER PAPER 3

1 "She was the greatest *foet* of her age"—means—the *first* of *either* sex

"She was the greatest *foe-less* of her age"—means—the *first* of *her own* sex

2 *Stately* = Stately *Occupies* = Occupies, Occupying *Daily* = Daily *Feeble* = Feeble, Feebly *Whole* = Wholly *True* = Truer, Truly. *Pencil* = Pencilling *Pencilless* = Pencilless *Worship* = Worshipper, Worshipping *Run* = Runner, Running

3 Of course = in the course of nature, or, by natural consequence, as the boy failed in the examination, and *of course* he is much grieved.

Long since = Long from a past point of time reckoning forward to the present time, as, it is *long since* I met you

After all = In spite of every fact to the contrary, as, It is a happy world *after all*

No sooner than = As soon as, as, *No sooner* did the clock strike four *than* the boys left the room

On the whole = Considering all the circumstances, as, He is *on the whole* a very lucky fellow

At all = In the smallest degree as, He cannot walk *at all*

At least = To say no more, At any rate, as, There is *at least* some truth in his statement

At last = After all, as, The French *at last* made their appearance

4 A portrait of the queen—means—A representation of the queen

A portrait of the queen's—means—A portrait belonging to the queen

5 I agree with you I agree to your proposal I am not concerned in the business I am much concerned at his failure He

parted with his book. He *parted from* his friends. He meditated *vengeance upon* them. They took *vengeance for* the injury done to them.

- 6 (a) He is in low state of health
(b) We must present it in a favourable light
(c) He tried his best

7 (a) He was laughed at (b) It will have to be done by me
(c) The enemy took him prisoner (d) Let this letter be sent to the Post Office (e) He had not replied to the letter

- 8 (a) *By* (b) *With* (c) *With* (d) *With*

9 **Board**—(1) A piece of timber, (2) A table to put food upon, (3) Food, as, I have paid my *board*, (4) A council, as, The District *Board*, (5) The deck of a vessel, as, On *board* a ship, (6) A frame for a game, as, A chess *board*

Box—(1) A money chest, (2) An enclosed space with seats in a theatre, (3) The driver's seat on a carriage, (4) A blow on the head or ear with the hand, (5) To fight with the fist

Lock—(1) Anything that fastens, (2) An enclosure in canal with gates at each end, (3) A tuft of hair, (4) A place which is locked up, as, He was shut up in the *lock*

Past—(1) Not present, (2) Beyond in time, as, Half-past seven, (3) By, as, The alarm of drums swept *past*

Rest—(1) State of repose, (2) That on which anything rests, (3) Remainder, (4) To sleep

Ring—(1) A circular line, (2) A circular ornament of gold or other precious metal (3) A circular area, (4) A circular group of persons, (5) A figure included between the circumferences of two concentric circles

N B—The students may easily compose simple sentences illustrating the different meanings that are here given

10 (a) Illegible (b) Inaudible (c) Illiterate (d) Brittle
(e) Intelligible (f) Unintelligible

ANSWER PAPER 4

1 (a) Let by-gones be by-gones (b) To kill two birds with one stone (c) Good wine needs no bush (d) Pride goeth before destruction (e) An interested witness should be distrusted (f) He is a self-constituted leader

2 **Liberty** has reference to previous restraint. **Freedom** refers to the absence of restraint at the present moment, as, The slave was set at *liberty*, but his master has always been in a state of *freedom*

N B—*To set at freedom* is never used. We, however, say, *to set free*

Habit is personal, **custom** is social As, He has the *habit* of taking snuff The Hindus had the *custom* of Sati

Confess is rather stronger than **Admit** We *confess* our guilt but we *admit* our mistakes

Simulate is to pretend to be what we are not **Dissimulate** is to hide what we really are

3 (a)=I can *only* go But is an adverb modifying the verbal phrase *can go* Go is an active present of the infinitive, used as the complement of the verb *can*

(b)=I can do nothing *except* go But is a preposition, having for its object the infinitive *go* Go is an active present of the infinitive, used as a noun in the objective case governed by *but* But *go* is used as the complement of the verb *can*

(c)=All went *except* him But is a preposition having for its object *him* Him is a personal pronoun, masculine gender, third person, singular number, objective case governed by the preposition *but*

(a)=But, a preposition. He, nominative after *but* which frequently takes a nominative after it

4 Ad'-ver-sa-ry, Con sid' er, Lam'-en-la ble, Re-fer', Suc-cess', Va ri'-e-ty.

5 (a) Cats *do not* like mice } (b) The boys *do not* study regularly
Cats like *not* mice } The boys study *not* regularly

(c) *Do not* read your book
Read *not* your book

6 Fire engine=An engine for extinguishing fire

Fire escape=Escape from fire

Fire proof=Proof against fire

Heart-sick=Sick at heart

Home sick=Sick for home

Blood thirsty=Thirsty for blood

Blood stained=Stained with blood

Horse-dealers=Dealers in horses

Star gazer=Gazers at stars

Tea cup=Cup for tea

Weather wise=Wise in weather

Weather bound=Bound by weather

Home-bound=Bound for home

Hard hearted=Hard of heart

Guess-work=Work performed by guess

Self-confidence=Confidence in one's self

7

- (a) *That glitters* (adj) (b) *Than* (to) *serve in heaven* (adv)
 (c) *As are false to their friends* (adj) (d) *As it is now too late* (adv)
 (e) (That) *You acted on* (adj)

8 (a) *Much* (b) *Much* (c) *Very, Much,* (d) *Very, Very*

9 This much at least we can promise He is so much better
 that he will now be able to join office

So much for your intelligence, now as to your honesty

- 10 (a) Was not the Sepoy sleeping when he was shot down?
 (b) Is not the man a native of Oudh?
 (c) Is there not an old man at the gate?
 (d) Ought pleasure to be pursued at the expense of health?
 (e) Is not the reward surely great?

ANSWER PAPER 5

- 1 (a) *As* is *Relative* pronoun having for its antecedent the fact mentioned in the preceding sentence (= *which*) subject to *Is* understood
 (b) *False* is *Subj Complement* to the intransitive verb *Played*
 (c) *Step* is an *Adverbial Object* to *Walk* (denoting manner)
 (d) *Summer* is an *Adverbial Object* to *Go* (denoting time)
- 2 (a) The house is being rapidly built (*NB*—The "house is building" is in the active form with the passive signification)
 (b) I found I was being laughed at by the boys
 (c) He plucked all the idle candidates (unusual)
 (d) Nothing is difficult to a man whom ambition fires
 (e) Let him be told to leave the room at once
 (f) This is a suitable time for introducing the new book
- 3 (a) I come to see you, and this is my sole object (b) He ought to have answered one question, if not more (if he could not answer more) (c) He came, and no one else came
- 4 From *Head* to *foot*, *High* and *low*, *Flesh* and *blood*, *Rich* and *poor* (correct), *Science* and *art*, *Man* and *wife* (correct)
- 5 (a) He acted *under* compulsion (b) He acted *from* fear
 (c) The marriage negotiations broke *off* (d) The thief broke *through* the wall of the house (e) A wolf got *among* the sheep (f) He *ot off* (dismounted from) his horse and departed

- 6 (a) That was such an act as a coward would do
 (b) Death from snake-bite is a thing that occurs every day.
 (c) I have got plums which are six an number
 (d) The place where he carries on business is unknown
 (e) He was not such a man as would tell a lie
 (f) India is the first country which became civilized

7 I asked them for a reward, they did not give any *on the contrary* they gave me a slap on the face *Come what will*, I am determined to go to England The history of the reign of Elizabeth is *a short & history* of progress and improvement in England He took leave of his friends *once for all* The man who lives above his means suffers, *of course*, for his imprudence Human life at the best is enveloped in darkness

8 He entered *into an agreement* with them, You must finish his *before (or by)* 10 o'clock, Please recommend me to the Principal, It cost me a hundred rupees, *The Entrance Examination* was held on the 2nd February, I feel somewhat *unwell*, I told you *the other day*, I will see you at *your house* this evening

9 *Mamkin, Seedling, Hillock, Lambkin, Eaglet, Floweret Darling, Gosling.*

10 He asked his comrades to listen to him and said that though he often talked nonsense, he could talk sound sense when he chose He also said that fortune had sent them that treasure so that they might have a life of ease and that they could spend it as lightly as they had come by it He was sure they had never guessed whom they set out that day that they would come by so fair a fortune

ANSWER PAPER 6

1 Read and you will know (if you read &c) The Imperative Mood of the first or the third person is usually expressed by using the verb *let*, as, Let us go, Let him go It is sometimes expressed by the subjunctive form of the Verb, as, sit we down, happen what may

2 Convict of = The Magistrate convicted him *of* theft

Correspond with = I correspond *with* my friends.

Correspond to = The word Wit corresponds *to* the Sanskrit Bid

Disappoint of = He was disappointed *of* the prize he expected to get

Disappoint at=I am disappointed *at* the result of the examination

Disappoint in=He is much disappointed *in* you

Exchange for=He exchanged his house *for* a garden

Exchange with=They exchanged their places *with* one another

Grieve at=Do not grieve *at* your loss

Grieve for=Do not grieve *for* me

3 (1) *But* for your help I would have died (2) We are *but* of yesterday (3) It never rains, *but* it pours (4) He is poor, *but* contented (5) There was no one *but* reviled him

4 *The Black Sea, The Andes, The Punjab, The Carnatic, The Netherlands, The Paradise Lost, The Elegy, The Measles*

5

He is my friend and *confidant*

I am *confident* of success

He was followed by his *dependants*

I am entirely *dependent* upon my guardian

6

There is used to signify "in or to that place", as, I have made up my mind to go *there* **There** is also used to introduce a sentence, as, *There* were forty lads present

7 (a) Untamable (b) Migratory (c) Mercenary (d) Obsolete

8

Un-happy, *Un*-ready, Law-*less*, Hope *less*, No one, *For* bid, *Non* sense, Fear *less*, Sense *less*, Rest-*less*

9 **Look over**=Read or examine I have *looked over* the proof-sheets

Over-look=Neglect —His claims were *over looked*

At a time=At each time —They went out three *at a time*

At times=Now and then —I feel uneasy *at times*

I am to go=It is arranged that I should go

I have to go=I am under the necessity of going

Some time=A certain amount of time —*Some time* must elapse before the results are published

Sometimes=Now and then —*Sometimes* they visit the place

To set up=To raise —A pillar was *set up*

To upset=To overturn —The train was *upset*

10

Subject	Enlargement of the Subject	PFDIACTE		Extension of the Predicate
		Verb	Complement	
Alexander	The king of Macedon	Was sur named	The Great	after his ... Empire

ANSWER PAPER 7

1 A **Prefix** is a particle added to an original word at the beginning, as, *mis* in *mistake*. A **Suffix** is a particle added to an original word at the end, as, *less* in *hopeless*. *Visitor, Student, Goddess, Lawyer, Libertine, Guardian*

2

We = Indirect obj Complement of the Intransitive verb *Stated*

Please = *Subjunctive* mood, agreeing with its **nom** *it* understood

Majesty = Object of *Please* = (If it so please, &c)

Dream = Cognate object to *Dreamed*.

Churman = Subj Complement to the verb *Was elected*, (same case with *he*)

3

(a) He *only* promised to look into the matter

(b) The *only* son I had was drowned

(c) You may go there, *only* mind that you come back before 10 P M

4

(a) You are right *in believing* this

(b) He meditated *resigning*

(c) He despaired *of passing*

(d) The matter was brought *to light*

5

A painter is an *artist* but a carpenter is an *artisan*

Sir Asutosh's career is a most *notable* one

He is a *notorious* dacoit

He is of a *practical* turn of mind

We shall introduce your scheme as far as it is *practicable*

I have applied to the *principal*

It is a matter of *principle*

6

- (a) *Comp* Bombay is *better* than any other seaport in India *Post* No other seaport in India is so *good* as Bombay
- (b) Poverty is not so terrible an enemy as bad health
- (c) A voyage at sea is not inferior to any of the things considered healthiest in the world A voyage at sea is *healthier* than most other things in the world There are few things in the world so *healthy* as a voyage at sea

7

Get <i>away</i> = To leave	}	Give <i>up</i> = To abandon
Get <i>over</i> = To surmount		Give <i>in</i> = To yield
Get <i>on</i> = To make progress		Give <i>out</i> = To announce
Get <i>off</i> = To escape		Give <i>over</i> = To make over
Get <i>by heart</i> = To commit to memory		Give <i>place</i> = To make room
		Give <i>ear</i> = To listen

8

Timid applies to man's state of mind

Cowardly applies to a man's disposition

Unfortunate is objective, as, The father is *unfortunate* in having a bad son

Unhappy is subjective, as, A bad son renders his father *unhappy*

Meaningless means having no meaning at all

Senseless means foolish

Pull means to draw

Pluck means to tear off

9

(a) He has left India without any intention of returning

(b) We are in a state of open enmity with each other

(c) The boy is like his father in disposition

(d) Belief in witchcraft is dying out

10

Still—*Verb* —His voice was *stilled* in death

Still—*Noun* —*Still* is a vessel used in the distillation of liquors

The *still* of night

Still—*Adjective* —The night is as *still* as death

Still—*Adverb* —He *still* presses his point

ANSWER PAPER 8

1

Your obedient pupil, *Yours* obediently, S N Paul, Esq or
Mr S N Paul, Dear Mr Williams, The Rev Mr Begg, Babu
Ram Chandra Mukerjee, M A or Ram Chandra Mukerjee, Esq, M A

2.

Re cord (n)=A Register *Re cord* (v)=To register *Con'-vert*
(n)=A person who is converted *Con vert* (v)=To change *Reb el*
(n)=A contemner of the sovereign's law *Re bel* (v)=To take up
arms against the lawful sovereign *In'-valid* (n)=A sickly person
In valid (a)=Of no force *In' cense* (n)=Perfume exhaled by fire
In cense (v)=To kindle

3

The tune is *melodious*, things *cheapen* when there is a great
supply The greatest feature in Iago's character is his *subtlety* He
spoke very gloriously about his future prospects

4

To take a thing ill=To consider a thing in an evil light
Ram *took ill* the treatment he received at Sham's hands

A *dead shot*=A perfect marksman He is a *dead shot*

To make good=To fulfil You must *make good* your promise

From hand to mouth=Without making any provision for
the morrow, most of the people of Ireland live *from hand to mouth*

In the long run=Finally The Consent Act will do the
Indians good *in the long run*

Steal a march=To gain advantage unobserved Napoleon
stole a march upon the Austrians

To pick a quarrel=To search for an occasion to quarrel
He *picked a quarrel* with his class mates

A drawn battle=A battle in which neither party gains the
victory At Chillianwala a *drawn battle* was fought

To raise a siege=To abandon a siege The English were
compelled to *raise the siege* of Orleans

To bring home a charge=To prove the charge. The people
failed to *bring home the charge* to him

5

Self preservation is the first law of nature Handsome is that
handsome does The very ruins of greatness are great Many men
many minds They are hand and glove with each other He does
not mince matters

6

(a) I said that he might be allowed to come in (b) He prayed that God might bless you, me, or him with a long life (c) I asked if he had passed the Entrance Examination (d) I asked him if the dinner was ready and he replied that it was (e) He exclaimed that he had suffered great losses and endured much anguish

7

I had made a contract *with* him He has a bad habit *of* arguing *with* other persons *about* trifles Although he was short *of* money, and timid *of* disposition, *by* perseverance he conquered All men should follow truth, for if truth fails *at* first, it will prevail *at* last, and triumph *over* falsehood *in* the end

8

In respect of means "in point of" some quality, and is preceded by an *adjective* With respect to means "concerning and qualifies some *verb*"

He is older than I *in respect of* age We had a talk among ourselves *with respect to* the famine policy of the Government

9

- (a) Hard work is necessary to your getting promotion
- (b) By turning to the left you will find the house of your friend
- (c) His slight hurt frightened him much
- (d) In spite of the effort made to check the spread of cholera, a large number of persons died

10

- (a) A *posthumous* child
- (b) A *drawn* battle
- (c) A *maiden* speech
- (d) An *unclaimed* letter

ANSWER PAPER 9

1

Asinine, Assish, Doglike, Floating, Giantlike, Sportive, Tempestuous, Wintry

2

- (a) *As*—Conjunctive Adverb of manner, modifying "Directed "

- (b) *As* = Adverb modifying "good"
As = Conjunctive Adverb, modifying "is great"
- (c) *There* = Adverb used to introduce the sentence
- (d) *It* = Demonstrative pronoun, used instead of the substantive clause "that Ram returned home," third person singular number, neuter gender, nominative case to the verb "happened"

3

- (a) The prudent man looks to the future
- (b) For want of money I am unable to complete the bargain.
- (c) I dare not act without permission from my master

4

Loner, Colloquially, Troubled, Troubling, Troubulous, Triable, Tried, Trying, Blamable, Blamed, Blamer, Blaming, Fuller, Fully, Lovable, Loved, Loving, Lovely, Wholly, Solely, Eased, Easing, Easily, Plentuous, Thinned, Thinner, Thinning, Thinly

5

- (a) When the Intransitive verb is used in a causative sense, as, He *float*ed the boat (i.e., caused the boat to float)

When a preposition is added to the intransitive verb, as, The boy *laugh*ed at his teacher

6

- (a) *Cognate object*, as, He sighed a sigh, He sang a song
- (b) *Reflexive object*, as, Fare thee well, they sat them down

7 With, of, that, with, of, of, of, to

8

- (a) If you poison us we die
- (b) No one is here so rude that will not love his country
- (c) O death, thy sting is taken from thee
- (d) Every one would flee from a state of bondage

9

- (a) Can any one bear an unprovoked insult?
- (b) In the time of danger, of what avail are fair words and promises?
- (c) "What is your name?" said the guard
- (d) Could I not secure a lodge in some vast wilderness?

10

- (a) He hopes to succeed
 - (b) The jury believed him to be innocent
 - (c) He desires to associate with his friends at home
 - (d) We love to rest after fatigue
-

ANSWER PAPER 10

1

- (a) *After*—In imitation of
- (b) *Towards*=For the aid of, With a view to
- (c) *Into*=From one state to another
- (d) *Against*=Opposite to

2

I have much *in* hand=I have much work in which I am engaged

I have much work *on* hand=I have much work which lies waiting for me

He works *hard* at night=He works *diligently* at night

He *hardly* works at night=He *scarcely* works at night

Ram is *well*=He is *in good health*

Ram is *well off*=He is in *good circumstances*

I *have written* the letter=I have penned the letter *with my own hand*

I *have* the letter *written*=I have caused the letter to be written *by another person*

3

- (a) *Half* measures do not succeed
- (b) He was *half* drowned
- (c) *Half* the number of men perished

4

- (a) *Yet* is a co-ordinating conjunction introducing the sentence (he is honest)

- (b) *Yet* is an adverb of time modifying the verb 'has arrived'

- (c) *All* is an indefinite adjective qualifying 'we'

- (d) *Needs* is a genitival adverb (i.e., adverb formed from the possessive case) modifying the verb 'must know'

5 *Juxtapositional compounds* are those in which the component parts are formed into one word by merely placing them near to each other

6

Afternoon, Midnight, Godsend, Peacemaker, Hearsay, &c

(a)

Men *of virtue* are always respected

Men *living a virtuous life* are always respected

Men *who are virtuous* are always respected

(b)

It is a task *of difficulty*

It is a task *involving difficulty*

It is a task *that is difficult*

7

(a)

Shyam is taller than any other boy in the class — *Comparative*

No other boy in the class is as tall as Shyam — *Positive*

(b)

No other river in the world is larger than the Amazon — *Comparative*

No other river in the world is as large as the Amazon — *Positive*

The Amazon is larger than all the other rivers in the world — *Comparative*

8

Calendar = An almanac

Calender = A hot press for dressing cloth

Compliment = Act of civility

Complement = Full number

Council = An assembly

Counsel = To advise

Divers = Several
Diverse = Different

Farther = More distant

Further = In addition

9

Maid servants, Man-stealers, Knights-errant, Knight-templars, Lords lieutenants, Lords-justices, Poet laureates

The poet asks if there breathes a man with a soul so dead that he has never said to himself with regard to some particular country that it is his own native land.

ANSWER PAPER 11

I

- (a) He has had an attack of fever every day *for* the last four days
 (b) I *shall* be very glad to see you again and *trust* you will accept my invitation
 (c) If either of these books *is* yours tell me *whom* you wish it to be given to

2

- (a) He took me *to* task for not acting *on* the information he gave me
 (b) Only such students are to be admitted *into* the school *as* have passed the test examination
 (c) As I have no use *for* the book, what is the use *of* my buying it?
 (d) Previously *to* being released, he was accused *of* *having* conspired against the king

3

Factitive Verbs are those transitive verbs which take *one* object as usual, but still require some word or words to make the predication *complete*—the additional word or words being called the *Complement* which, if a noun, is considered the *second* object

- (a) The Jury declared the prisoner *innocent*
 They made him *free*
 The Doctor pronounced the case *hopeless*
 (b) They found him *asleep*

4 Some intransitive verbs govern objective cases having a kindred meaning. These are called *Cognate objects*

He *sighed* a *sigh*, He *prayed* a *prayer*, He *ran* a *race*, He *sang* a *song*, He *laughed* a *laugh*

5

Force = Strength

For ces = Army

Good = Opposed to evil

'Goods = Property

Iron = The metal

Irons = Fetters

Salt = Seasoning substance

Salts = Smelling salt

Return = Coming back

Returns = Income

6 **Antonyms** are words that are opposite in meaning to each other

- (a) Active—Passive , Ancient—Modern
 Busy—Idle , Base—Top
 High—Low , Light—Darkness
 Land—Water , Rich—Poor
 Triumph—Defeat , Uniform—Varied
- (b) Direct—Indirect , Christian—Antichristian
 Pleasure—Displeasure , Mortal—Immortal
 Sufferable , Insufferable , Worthy—Unworthy
- (c) Sensible—Senseless , Useful—Useless
 Worthy—Worthless

7

- (a) *Since*—Preposition
 (b) *Since*—Adverb
 (c) *Since*—Conjunction

8

- (a) *Make good*—Fulfil
 (b) *Turns out*—Produces
 (c) *Set his hand*—Signed his name
 (d) *Head and shoulders*—By far
 (e) *Face to face*—In the presence

9

- (a) He is diligent *in* his studies
 (b) He is very indulgent *to* his children
 (c) Cows feed *on* grass
 (d) I do not believe *in* his words
 (e) I exchanged horses *with* my neighbour

10

Main—Ocean*Pain*—Suffering*Mane*—The hair on the neck
of an animal*Pane*—Of glass*Plain*—Level ground*Practice*—A custom (a Noun)*Plane*—A joiner's tool*Practise*—To do frequently (a Verb)*Rein*—Of a horse*Rain*—Water from the clouds

ANSWER PAPER 12

1

- Neither* (1) Adjective , as, Neither party gained the Victory
 (2) Conjunction , as, Neither you nor he was present there
 (3) Pronoun , as, Neither of us will go there

The other refers to the second of two , *Each other* refers to two persons , *One another* refers to more than two persons , as, Give me *the other* book , They fought *each other* , Little children love *one another*

Not but only—He claimed the property *not* for his own sake, *but only* to save it from being squandered

2

Con'vert (*n*), Convert' (*v*), Des'ert (*n*) , Desert' (*v*) , Aug'ust (*n*), August' (*a*) , Con'verse (*n*), Converse' (*v*) , Pres'ent (*n*) Present' (*v*), Reb'el (*n*), Rebel' (*v*)

3

- (a) *Just on your arrival* you should call in a doctor
 (b) The student is *too* backward to *read a line correctly*
 (c) *Notwithstanding his repeated failures* he was not discouraged
 (d) *Without your help* he would have been ruined
 (e) *Such being the case*, you had better go home

4

- (a) If he *be* here = It is *not known* if he is here
 (b) If he *is* here = It is *known* that he is here
 (c) If he *were* here = It is *known* that he is *not* here

5

- (a) The elephant surpasses all land animals in size . It also surpasses them in strength . It is a native of Asia . It is also a native of Africa
 (b) Alexandria is one of the most celebrated cities of antiquity . It was formerly the residence of the Kings of Egypt . It is situated on the shores of the Mediterranean

6

Clergymen, Musulmans, Churchmen, Turkomans, Poet-laureates, (Eng) Focuses, (L) Foci, (Eng) Formulas, (L) Formula

7 Gild, Prize, Glaze, Imprison, Bedew, Befriend, Kneel, Heighten

8

(a) Leaflet, Particle, Icicle, Pilule, Maiden, Shadow, Poetaster
Turret

(b) Duckling, lambkin, streamlet, islet, hillock, lassie

BURDWAN,

25th June, 1906

10

MESSRS S C AUDDY & CO

DEAR SIRs,

I shall feel much obliged by your kindly sending me at your earliest convenience the books mentioned in the accompanying list. I have sent you a money order which, I hope, will fully cover the price of the books. If, however, any additional expenses are incurred in the transit, I shall pay them at once on the receipt of a note from you.

I am,

DEAR SIRs,

Yours faithfully,

B. C. DE

List of books

One copy of Rowe's Hints

One copy of Nesfield's Grammar

Ten copies of Manna's Guide to the History of India

Five copies of Lorimer's Key to the English Entrance Course

10

The Bazar in an Indian Village

(Outline)

The Bazar in an Indian village is usually held in some prominent place once or twice a week. On the Bazar day, people come from different parts of the village to buy the necessities of their life. In the thickly populated villages, the Bazar is held every day. Vegetables, fruits and fish are the principal articles sold in the Bazar. Meat is never sold in these village Bazars. Paddy, rice, country made fancy articles are also sold. People who come to sell the things are mostly agriculturists and rustics. On the Bazar day, Christian missionaries have been seen to preach the religion of Christ among the people, who come for shopping in the Bazar. They have also been seen to distribute tracts in the vernacular of the district among the people. The Bazar is usually over by noon.

ANSWER PAPER 13

1

(a) He tried every plan (b) He was aware of the faults of his own children (c) I have seen my native land for the last time (d) Everybody will gladly give him a holiday

2

(a) His friends *censured* his conduct (b) Captain Cook *circumnavigated* the globe several times (c) The pupil *misunderstood* the master's explanation (d) Who *ministered* at church this morning ?

3 (a) It is difficult *to indicate the points of difference* between things &c (b) Human cares are not *made lighter* by wealth (c) The bishop was *regarded with reverence* by all classes (d) The anniversary of this institution *was publicly solemnized* with great rejoicings

4

Emigrant is one who removes from his own country to another

Immigrant is one who moves into a country

Eminent means 'distinguished'

Imminent means 'near at hand'

Eruption means 'a breaking out'

Irruption means 'a sudden invasion'

President means 'one who presides'

Precedent means 'a previous parallel case'

5

(a) He entered *heart and soul* into the business

(b) There is no use *in* acting thus

(c) He gave me *an* opportunity of reading the letter

(d) He has eaten *no* bread for two hours and a half

6.

Abode, Brief (itself), Brevity, Denial, Doublet, Flight, Mockery, Remittance

7

Grain=Seed, *Grains*=Husks or remains of any grain after distillation (any residuum) *Hail*=Frozen rain *Snow*=Frozen moisture *Ice*=Water in a solid state, *Frost*=Frozen dew *Illness*=Want of health, *Disease*=Derangement of the physical functions *To listen to*=To hear attentively, *To hear*=To perceive by the sense or hearing *To keep*=To put under the care of one, *To place*=To put *Few*=Almost none, *A few*=Some *Earthy*=Consisting of earth, *Earthly*=Pertaining to the earth *Too*=More than enough, and denotes negation, *Very*=Exceedingly

8

- (a) There is an introductory adverb introducing the verb 'was'

There is an adverb of place modifying the verb 'was'

You is a personal pronoun, common gender, second person, plural number, objective case, governed by the preposition 'but'

- (b) Quite is an adverb modifying the adjective 'twenty' Rupees is a common noun, neuter gender, third person, plural in form but *sing* in meaning, objective case, governed by the adjective 'worth'

- (c) High is an adjective qualifying 'well' Feet is a common noun, neuter gender, third person, plural number, objective case, used adverbially and modifying the adjective 'high' understood

- (d) Were—Subjunctive mood expressing supposition

To go is a gerundial infinitive used as an adverb modifying 'should go'

9

Bear—*Growls*, Cat—*Mews* or *purs*, Cow—*Lows*, Duck—*Quacks*, Frog—*Croaks*, Lamb—*Bleats*, Monkey—*Chatters*, Pigeon—*Coos*, Snake—*Hisses*, Swallow—*Twitters*

10

At the battle of Zutphen, Sir Philip Sidney was seriously wounded by a musket shot which broke the bone of his thigh

ANSWER PAPER 14

1

The article may be omitted before a common noun denoting the whole class, as, Man is mortal. It is also omitted before nouns describing rank, occupation, title, profession &c as, Queen Mary. It is also omitted before certain words in certain phrases, as, I gave him thanks, He came on horse back, &c

The article *the* is used before (a) the names of rivers, (b) the names of oceans, seas, gulfs, bays, straits, (c) the descriptive names of countries, groups of islands, and mountain ranges

2

When *Simple Futurity* is intended to be expressed, *Shall* is

used in the *First* and *Second* persons, and *Will* in the *Third* person, as,

Shall I ?

Shall you ?

Will he ?

When the wish or intention of the person spoken to is inquired into, *Shall* is used in the *First* and *Third* persons, and *Will* in the *Second* person, as,

Shall I ?

Will you ?

Shall he

(a) *Shall* we see you here to morrow ? (It is absurd to inquire of another about our own wish or intention)

(b) Correct, an inquiry about a future event

(c) Correct, an inquiry about the wish of the person spoken to

(d) I *shall* be glad to see you, because it is absurd to *promise* to feel glad

(e) I *will* give you notice of my arrival, because the sentence expresses a promise and not mere futurity

3

"**Many a**"—This phrase is followed by a *Singular* noun, as, "Many a *flower* is born to blush unseen"

"**A many**"—This phrase is followed by a *Plural* noun, as They shed a many *tears*

"**A little**"—This phrase is an *affirmative* adjective and means 'some at least', as, He took a *little* (some) milk

"**The little**"—This phrase is both an *affirmative* and a *negative* adjective, as, He spent *the little* money he had, i.e.,

(1) He had not much money—*Negative*

(2) He spent all the money he had—*Affirmative*

4

(a) leaf would not allow my prosecuting my studies in future

(b) The 4 30 train the scenery of the Himalayas, so I have a lot of your place the station

(a) *Since* is an adverb modifying "died"

(b) *Since* is a preposition governing 'July' in the oblique case.

(c) *Past* is a preposition governing 'four' in the objective case

(d) *O'clock* = *On the clock*

5

Di:ers = Several. *Di:erse* = Different. *Hu:an* = Belonging to man, *Humane* = Kind. *Statue* = An image, *Statute* = An established law. *Yoke* = A chain, *Yolk* = The yellow part of an egg

6

It is a Compound Sentence

- A I do not know (co ordinate to B and C and Prin. to a)
 a What others may think of *that* (Noun cl to A 1st What = int pron not comp rel)
 b Which I have done (Adj cl to a)
 B But to myself shore (Co ord to A and C)
 C Whilst the time (Co ord to A and B)

7.

- (a) Will not be enforced
 (b) Discouraged
 (c) Checked in the beginning
 (d) Familiar
 (e) Are disputed
 (f) Exactly like

8

By dint of = He overcame his difficulties *by dint of* perseverance
By way of = I mention this circumstance *by way of* encouraging you

In case of = I have set apart this sum *in case of* accidents

In point of = He far surpasses me *in point of* experience

In the face of = You did your duty *in the face of* heavy discouragement

In the teeth of = He carried on his studies *in the teeth of* several difficulties

On the eve of = He received several farewell addresses *on the eve of* his departure from this country

9

- (a) The King demanded that the city should be surrendered
 (b) Can you tell me who the author of this book is?
 (c) Do you know how old he is?
 (d) It is uncertain when he was born

ANSWER PAPER 15

I

Be=Before, near (*Besides*) *Cis*=On this side (*Cisalpine*)
Fore=Before (*Forenoon*) *Met*=Change (*Metamorphose*) *Mis*
 =wrong (*Mistake*) *Para*=*Besides* (*Parable*) *Pro*=Forward
 (*Proceed*) *Re*=Again, back (*Rewrite*, *Return*) *Syn*=With
 (*Synonym*) *With*=Against (*Withstand*)

2

The different Suffixes denoting *being* or *state of being* are —

Acy (*Lun-acy*), *Age* (*Bond-age*), *Hood* (*Man-hood*) *Ment*
 (*Confine-ment*), *Ness* (*Good-ness*), *Ship* (*Friend ship*) *Th* (*Health*),
Ance (*Repent ance*), *Any* (*Const ancy*), *Ence* (*Obedi ence*), *Ency*-
 (*Reg ency*), *Sion* (*Conver sion*), *Ism* (*Hero ism*), *Mony* (*Matrimony*),
Ry (*Chival-ry*), *Ery* (*Slav-ery*), *Tude* (*Servi-tude*), *Ty* (*Frailty*),
Ity (*Un-ity*), *Lock* (*Wed-lock*), *Ive* (*Capt-ive*)

3

Expenditure=Disbursement, *Expenses*=Cost *Drown*=(applies to persons), Immerse in water so as to cause death *Sink*=To go to the bottom *Corpse*=dead body of a human being, *Carcass* (*Carcase*)=dead body of an animal *Battle*=Single engagement, *War*=Series of battles, sieges, &c *Remind*=To put a thing again into the mind of one, in order to call one's attention to it, *Remember*=to retain in memory so as not to forget *Robber*=One who takes away the property of another by force, *Thief*=One who takes away the property of another secretly *Fault*=An error of judgment, *Mistake*=An error of perception *Booty*=Anything captured in war, but which is to be divided, *Prey*=Booty, but it also means a thing that is to be devoured

4

Kill, Illegal, Man, Celibacy, Matrimony, A Contemporary, Patrimony, An Alien, A Posthumous child

5

(a) Languished, (b) Forwardness, (c) Receded, (d) Retain, (e) Repulsive, (f) Earnest

6

Still (*verb*) Jesus could *still* the tempest at his will *Still* (*noun*), His *still* was broken to pieces The *still* of night *Still* (*adjective*), *Still* as death *Still* (*adverb*), The beggar is *still* at the door

Since (*adverb*), The Parliament broke up a week *since* *Since* (*preposition*) He has been ill *since* Friday last *Since* (*conjunction*), It is a week *since* the Parliament broke up *Since* you will not come to me, I must go to you

7

- (a) *Horse* in this sentence is a Common Gender and is used to include both horses and mares Hence it is correctly applied here to a *mare*.
- (b) The Neuter Pronoun *It* is sometimes used indefinitely and familiarly in relation to a person Hence it is correctly applied here to a *child*
- (c) *Moon* when personified is Feminine Hence *her* is used
- (d) *Winter* when personified is Masculine Hence *he* is used

8

Bread=Breadth, *Free*=Freedom, *Grow*=Growth; *High*=Height, *Likely*=Likelihood, *Poor*=Poorness, Poverty, *Slow*=Slowness, *Sloth*, *White*=Whiteness, *Wide*=Width

- 9 (a) To play ducks and drakes—To waste foolishly, as, He *plays ducks and drakes* with his money
- (b) To fight tooth and nail—To fight with energy, as, The Armenians are fighting *tooth and nail* against Turkey
- (c) To lead a cat and dog life—To be in an habitual state of quarrelling, as, The pair led a *cat and dog life* before their separation
- (d) Under lock and key—Securely kept, as, The document is kept *under lock and key*.
- (e) Penny wise and pound foolish—Careful about small profits, but blind to larger ones, as, He is pursuing a *penny wise and pound foolish* policy

10

Androcles then explained the fact to them in the following words —“This very lion, which standing before you, was my friend and partner in the wood, and for this reason spared my life as you now see”

ANSWER PAPER 16

1

- (a) *Only* he can carry the load

Here *only* is a adjective and not an adverb, qualifying the pronoun ‘he’ The sentence means —He alone, and no one else can carry the load

- (b) He *only* can carry the load

Here *only* is an adverb modifying the verb "can carry" The sentence means—He has only the power to carry the load but he did not carry the load

(c) He can only carry the load

Here *only* is an adverb modifying the verb "carry" The sentence means—He will carry the load to its place of destination but will not find out the owner or to anything else

(d) He can carry *only* the load

Here *only* is an adjective qualifying 'the load' The sentence means —He can carry nothing else except the load

(e) He can carry the load *only*

Here *only* is an adjective modifying 'the load' The sentence is an insinuation that he ought to carry more

2

In 1294, the king of England gained a decisive victory over the Scots, near Dunbar, on the south east coast of Scotland

3

Advance—*Retreat*, Barren—*Fertile*, Confident—*Diffident*, Docile—*Stubborn*, Humanity—*Brutality*, Love—*Hatred*! Religious—*Secular*, Sincerity—*Hypocrisy*, Success—*Failure*, Temporary—*Permanent*, Uniform—*Varied*, Universal—*Particular*, Vulgar—*Refined*, Wax—*Wane*

4

Cut short=Brought to an untimely end, as, His life was *cut short* by the hand of an assassin

Fall flat=Make no effect, as, His speech *fell flat* on the hearers

Fall short=Is less than, as, The crop *fell short* of what was expected

Hold good=Remain in force, as, The laws also *hold good* when "n" terms are taken

look sharp=Make haste as, I hope you will *look sharp* about this

Make good=Compensate, as, His losses were *made good* by the government

Play false=Act deceitfully, as, He *played me false*

Run short=Become scanty, as, I could go there, because my money *ran short*

Steer clear=Keep out of the way, as, The ship *steered clear* of the rocks

Take ill=Fall ill, as, He was suddenly *taken ill* this morning

Talk big = Boast, as, He *talks big* about his performances

5

- (a) We *were* much *pleased* with the play
- (b) His proficiency in speaking is *unusual*
- (c) He is talking *unmeaningly*
- (d) He had *impertinence* enough to set his master at *defiance*
- (e) He *succeeded* in winning the first prize

6

- (a) The Jury and the Judge both believe in his innocence
- (b) He loves himself, but hated everyone else
- (c) His health was bad, and therefore he was unable to work
- (d) He fled away or he would have been killed

7

- (a) When was Warren Hastings born ?
- (b) (1) How old was he when he entered the service of the E I C as a writer ?
- (2) To whose service did he enter as a writer at the age of seventeen ?
- (3) In what capacity did he enter the service of the E I C at the age of seventeen ?
- (4) What did he do at the age of seventeen ?
- (c) (1) What did he do after fourteen years' of service ?
- (2) After how many years of service did he return home ?
- (3) In what capacity did he come back to India ?
- (4) When did he come back to India ?
- (d) (1) When was he made President of the Supreme Council of Bengal ?
- (2) To what post was he raised in 1772 ?
- (e) (1) When was he appointed Governor-General of India ?
- (2) To what post was he appointed in 1744 ?
- (f) (1) How did he get this office ?
- (2) When was the Regulating Act passed ?

8

Columbus, who was a native of Genoa, having received ships and men from the king of Spain, discovered America in 1492

9

Go home *direct* = Go home without stopping elsewhere on the way

Go home *directly* = Go home immediately, without delay

He is a *sorry fellow* = He is a contemptible fellow

The fellow is *sorry* = This fellow feels sorry

I *was* to go home last night = It was arranged I should go home last night but I could not go

I *had* to go home last night = I was obliged to go home last night

The book will be ready *in* a month || The book will be ready *after the lapse of* a month

The book will be ready *within* a month = The book will be ready *before a month expires*

10

He was laughed at by them They bade him stay Let this letter be sent to the Post Office This will have to be done by me It has been named College Street by them They put him to death Circumstances will oblige me to go We expect you to pass It is known to him how it happened? People say that it occurred in June last

ANSWER PAPER 17

THE KID AND THE WOLF

1

A kid standing on the roof of a house, out of harm's way, saw a wolf passing by and immediately began to taunt and revile him The wolf, looking up, said Sir, I hear thee, yet it is not thou who mockest me but the roof on which thou art standing

Moral Time and place often give the advantage to the weak over the strong

2

(a) I hope you will send me *good news of you*

(b) You will oblige me by sending *an answer to it*

(c) The length of this wall is greater than *that of* the other wall

(d) *The Entrance Examination* will be held on the 28th February

(e) It cost me a hundred rupees

(f) Insert *the* definite article before this word

(g) Alexander's treatment of Darius' wife was exemplary

3

Maid ~~servants~~ , *Maid's* of-honor , *Men-servants* , Man-stealers ,
Commanders in-chief , *Lieutenant Governors* , *Governors General*

Servant *maid* , Cow *Calf* , *Mrs* , Tib *cat* , *Czarina* , *Vicereine*

4

Cat—*Kitten* , Duck—*Duckling* , Frog—*Tadpole* , Hen—*Chicken* ,
 Goat—*Kia* , Horse—*Colt* , *Filly* , Lion—*Whisp* , Sheep—*Lamb* ,
 Stag—*Fawn*

5

Ball—*Ballot* , Bull—*Bullock* , Globe—*Glotule* Lock—*Locket* ,
 Puss—*Pussy* , Rose—*Rosette* Stream—*Streamlet* , Story—*Storyette* ,
 Swan—*Cygnat* , William—*Willy*

6

Fine—*Refine* , Vile—*Visify* , Fat—*Fatten* , Equal—*Equalise* ,
 Low—*Lower* , Fertile—*Fertilize* , Pure—*Purify* , Large—*Enlarge* ,
 Calm—*Becalm*

7

The English defeated the Sikhs, but could not *break down* their spirit

The Parliament *broke up* for the Easter Vacation

The rebels were forced to *give in* (yield) to his views The teacher *gave in* his resignation

The doctor *gave up* all hopes of the patient's recovery

The assassins were bribed to *make away with* the king

No one can *make out* (find out) the sense of this passage

Your bad hand-writing will *tell against* your success in the University Examination

The sudden change of weather will *tell upon* his health

8

(a) True politeness *consists in* considering each other's feelings

(b) The furniture *consists of* chairs and tables only

(c) You should be *consistent in* your statements

(d) Your practice is not *consistent with* your professions

(e) The accident which *resulted from* the man's carelessness, is likely to *result in* his death

- (f) *Confide in* me and I will try to help you
 (g) The management of the affair was *confided* to me

9

After the battle, Edward marched to Calais and besieged it by sea and land, but in the meanwhile Robert Bruce, King of Scotland and the ally of France, took advantage of Edward's absence to invade England

10 Mr Prentice asked his son George whether he had finished his lesson. George, hanging down his head, replied that he had not. His father asked him why he had not finished it. George replied that it was so difficult that he was sure he should never learn it and, besides, his memory was so bad that he could not remember it after he had learnt it. His father asked him whether if he were to promise him a holiday on the third of next month he thought he would forget the date. He replied that he was pretty sure he would not.

ANSWER PAPER 18

1

- (a) A *thousand* pounds = A *thousand* (of) pounds
Thousand is used as a Collective noun
 (b) *Step* is the adverbial object of 'Rose'
 (c) *Heart* and *God* may be regarded as absolute cases
Heart being within, and *God being* overhead. Some say that they are adverbial objects
 (d) *Seeing* is an infinitive in *ing* governing *him* and is equivalent to a noun in the objective case governed by *of*,
 (e) *Reading* is a verbal noun in *ing*, obj case governed by *of*

2

Ab initio = From the beginning, *Ad-infinitum* = To infinity,
Alias = Otherwise, *Anno Domini* = In the year of our Lord, *De facto* = Really, *De jure* = By right, *Exit* = He goes out, *Exeunt* = They go out, *Ex parte* = On one side only, *Finis* = The end, *Ich dien* = I serve, *In memoriam* = To the memory of, *In status quo* = In the former state, *Locus standi* = Right to interfere, *Nom de plume* = An assumed name, *Nota bene* = Take good note of, *Nolens volens* = Whether he will or not, *Post mortem* = After death, *Prima facie* = On the first view

3

Birds of a feather flock together. A prophet is not honoured in his own country. He is a wolf in sheep's clothing. O the time!

O the manners ' Everybody's business is nobody's business Trade is the mother of money A beggar can never be a bankrupt

4 A Breathes there the man . so dead—Prin to (B) and (D)

B Who (that he) never said—Sub Adv to (A), Prin to (C) and Co-ord to (D)

C This is land—Sub noun to (B)

D Whose (that his) burnt—Sub Adv to (A), Co-ord to (B) and Prin to (E)

E 's home strand—Sub Adv to (D)

5

At one time he works hard—*and*—At another time he is idle (*Copulative*)

The miser had many relations—*nevertheless*—He died friendless (*Adversative*)

You should either go yourself—*or*—You should send a trustworthy messenger (*Alternative*)

There was nothing to be seen—*so*—They went home (*Causative or Illative*)

Prosperity gains friends—*but*—Adversity tries them (*Adversative*)

6

(a) Perhaps my sister will *appear*

(b) He never lost a chance of *earning* something

(c) The cigar smoke *nauseates* him

(d) The evidence *proved* favourable to him

(e) Cowards *retreat* ignominiously when they see the enemy

(f) He *refused* to listen to my advice

7.

(a) When *as well as* is used to denote *comparison*, the verb is *singular*

(b) When *as well as* is equivalent to *and*, the verb is *plural*

(c) When two or more singular nominatives connected by *and* denote a *single* person or thing, they take a *singular verb* and a *singular pronoun*

(d) When two or more singular nominatives connect by *and* denote different persons or things, they take a *plural verb* and a *plural pronoun*

8

Adj + Adj = Red-hot , Luke warm

Noun + Adj = Snow-white , Ice-cold
 Adj + Noun = Able-bodied , Four-sided
 Adj + Participle = Good-looking , Full grown

9

- (a) An *oil-lamp* = A lamp in which, oil is used
Lamp oil = Oil for lamps
 (b) A *finger-ring* = A ring for the finger
Ring-finger = The finger that wears the ring
 (c) A *mad house* = A house for receiving mad men
 A *mad house* = A family the members of which are all mad
 (d) A *ground nut* = A nut that grows in the ground
 A *nut ground* = A ground for growing nuts

10

Apostle— <i>Apostleship</i> ,	Bishop— <i>Bishopric</i> ,
Christian— <i>Christianity</i> ,	Earl— <i>Earldom</i> ,
Lady— <i>Ladyship</i> ,	Pontiff— <i>Pontificate</i> ,
Pope— <i>Papedom</i> ,	Professor— <i>Professorship</i> ,
Protector— <i>Protectorate</i> ,	Sheriff— <i>Sheriffalty</i>

ANSWER PAPER 19

1

There lived a man—*There* is an Introductory Adverb

A man lived *there*—*There* is an Adverb of place

- (a) *That* is a Subordinate Conjunction
 (b) *That* is a Relative Pronoun
 (c) *That* is a Subordinate Conjunction
 (d) *That* is a Demonstrative Adjective
 (e) *That* is a Demonstrative Pronoun
 (f) *That* is a Demonstrative Pronoun , *That* is a Relative Pronoun
 (g) (1) *That* is a Subordinate Conjunction
 (2) *That* is a Demonstrative Adjective
 (3) *That* is a Noun
 (4) *That* is a Relative Pronoun

2

- (a) A little thinking will show you your mistake

- (b) Tell me at your leisure of the rumour in the town
 (c) It is eight months from our last meeting in May to December.
 (d) One cannot-foresee the future result of one's plans

3

- (a) I *shall* be much obliged if you *will* kindly let me know how the letter *will* be addressed
 (b) If you *had* done this you *would* certainly have lost your life
 (c) He is such a man *as* you describe
 (d) Cicero boasted that he had *thrown* dust in the eyes of the jury
 (e) I sympathise *with* you in your affliction

4

He was *impatient* of pain His words left an *indelible* impression on my mind My cousin is *irritable* They were most *avaricious* The nature of the Deity is *inconceivable* He was *unsociable*

5

Dative=Lend *me* some money *Cognate accusative*=He sighed a *sigh* *Reflexive*=I will sit *me* (myself) down *A factitive object*=They made him *king* *A defective verb*=Let me not live, *quoth* he *An impersonal verb*=So *please* Your Majesty *A double superlative*=This is the *most unkindest* cut of all *A double plural*=*Kine*, *Children*, *Brethren* *A gerundial infinitive*=I came *to see* you

6

- (a) What a vast number of pilgrims go to Benares !
 (b) What a dangerous thing is a little knowledge !
 (c) How great a fire may be kindled by a little spark !
 (d) How utterly foolish and improvident that man is !

7

As—a Relative pronoun=He is such a man *as* I have never seen

But—an adverb=We can *but* die

Little—a Noun=Man wants but *little* here below

Near—an Adjective=He is a *near* relation of mine

Round—a Verb=The Portuguese *rounded* the Cape of Good Hope

What—an Adverb=*What* with the loss of his money, *what* with the pressure of his creditors, he was in great difficulty

8

71, FREE SCHOOL STREET

The 1st January, 1897

TO

THE HEALTH OFFICER,

Calcutta Municipality

SIR,

I beg most respectfully to lay before you the following application for your favourable consideration

I have passed the Entrance, the D. A. and the L M S Examination of the Calcutta University most successfully, as the certificates herewith appended will prove

I have since been employed as a temporary Medical Officer in the Campbell Hospital, and have performed my duties to the satisfaction of my superior officers, whose certificates are also annexed

I have heard that the Commissioners in their meeting have authorised you to appoint six Medical Inspectors for the urban portion of the Municipality

May I, therefore, humbly request that you will kindly appoint me to one of the posts, the duties of which I shall try my best to perform with attention and diligence

I have the honour to be,

SIR,

Your most obedient servant,

GIRISH CHANDRA DE

9

- (1) Cæsar leaves Gaul, crosses the Rubicon, and enters Italy
- (2) I start for England next February
- (3) The earth moves round the sun
- (4) He takes snuff
- (5) He is a statesman
- (6) Now we sing a song

10

- (1) The book was taken *from above* the table
 - (2) The cost of the building is estimated *at between* 300 and 400 rupees
 - (3) He allowed the man to approach *to within* five miles
-

ANSWER PAPER 20

1

At and *In* (as applied to *place*)—*At* is used before single houses, villages, small towns, and foreign cities. *In* is used before countries, districts, cities, and streets, as, *at* 101, Ambers^r Street, *in* Amherst Street, *at* Paris, *in* France.

At, *On* and *In* (as applied to *time*)—*At* is used before a point of time, *On* before particular days, and *In* before a period of time, as, *at* 4 o'clock, *on* Monday, *in* winter.

In=rest in the interior of anything; *Into*=motion towards the interior of anything, as, He is not *in* the house, One stream flows *into* another—(*Nesfield*)

At the same time and *In the same time*—*At the same time* refers to a point of time, *In the same time* refers to a period of time, as, Ram and Shyan reached home *at* the same time, say, 5 o'clock, Ram and Shyam reached home *in* the same time, say, three hours.

Among and *Amidst*—*Among*=in the midst of more than two, *Amidst*=in the midst, as, He hid himself *among* the trees, He was brave *amidst* dangers.

2

Kith and *Kin*=Relatives and kinsfolk, as, He is always kind to his *kith* and *kin*.

Part and *Parcel*=An essential portion, as, This is a *part* and *parcel* of his evidence.

Right and *left*=On all sides, as, He killed his enemies *right* and *left*.

Sum and *substance*=The purport, as, This is the *sum* and *substance* of his speech.

Tit for Tat=Blow in exchange for another blow, as, He used my carriage without my leave, and I gave him *tit* for *tat* by using his horse without leave.

Wear and *Fear*=Damage caused by constant use, as, In spite of *wear* and *tear* the Press will still fetch Rs 500.

Wind and *Weather*=Weather, as, *Wind* and *weather* permitting the ship will reach the port next week.

3

(a) In 1494 a new route to India *was discovered* by Vasco-de Gama, and by this the trade *was put* into the hands of the Portuguese, by whom it *was retained* for a long time.

(b) A guide *being found* to whom the road *was known*, the baggage *was placed* on the mules, and the shepherd by whom we *had been conducted* so far *was paid off* and *was sent* to tell our friends where we *might be found*.

4

- (a) I asked him when he would give me the book
- (b) I told you to come and sit near me
- (c) Did you say to her that you would never speak to her again ?
- (d) He told me that he could not promise to give me promotion
- (e) I told them not to bother me
- (f) I asked them whether they would go with me

5

- (a) It is now three months that I *have* not received any letter from you
- (b) After refreshing myself a little I *bade* him farewell and departed *for* home
- (c) He promised to give *me* a prize if I could pass the examination creditably
- (d) *Correct* (if resolution is intended to be expressed otherwise, *shall* should be used for *will*)
- (e) He gave me a knock on the head &c
- (f) He fell *into* a river and *was* instantly drowned

6.

"Yes, sold," said Eliza firmly "I crept into the closet by mistress's door to night, and I heard master tell misses that he had sold my Harry and you, Uncle Tom, both to a trader, and that he was going off this morning on his horse, and that the man was to take possession to-day

7.

Standard=High class, *Dry*=Sarcastic, *Indifferent*=Neither good nor bad, *Handsome*=Large, *Last*=Recently deceased, *Round*=Ending in a cipher, omitting fractions or small amounts, *Last*=Utmost, *For good*=With no intention of returning, *Main*=Principal, *Sound*=Severe, *High*=Angry, *Broad*=Plain, *Flat*=Complete, *Hard*=Rigorous, *Rough*=Vague

8 Brazen, Courtly, courteous Feathered, feathery, Homely, homeward, Horned, horny, Landward, Lordly, Oaly, Rootfast, rooty, Warlike

9

He wore a *golden* crown *This* book was quite new He was an *active* man Many *distinguished* officers have died The *provincial* Governor opposed the king This custom has come down from time *immemorial* The *Franco* German War took place in 1870

10 OUTLINE OF AN ESSAY ON FRIENDSHIP

How defined—its uses and advantages—proper foundation of friendship—The friendship of the wicked—what?—Examples of friendship drawn from history—False friends Concluding remarks

ANSWER PAPER 21

1

Above (noun)=The *above* is taken from Milton

After (adjective)=His *after* life is a sad one

All (noun)=Our *all* is at stake

Better (verb)=He tried to *better* his circumstances

Half (adverb)=The work was *half* done

Near (verb)=The ship *neared* the shore

One (pron)=If you do so, *one* may call you a fool

2

Rule 1 If the verb in the Principal sentence be in the *present* or *future* tense, the verb in the Dependent sentence may be in the *present*, *past* or *future* according to the meaning (The present tense includes the *present perfect*, the *present continuous*, and the *present perfect continuous* The future tense includes the *future perfect*, the *future continuous*, and the *future perfect continuous*) Thus —

<i>Present</i> I know	{	That he reads Euclid	}	Forms of the Present tense
		That he is reading Euclid		
		That he has read Euclid		
		That he has been reading Euclid		
	{	That he will read Euclid	}	Forms of the Future tense
		That he will be reading Euclid		
		That he will have read Euclid		
		That he will have been reading Euclid		
	{	That he read Euclid	}	Forms of the Past tense
		That he was reading Euclid		
		That he had read Euclid		
		That he had been reading Euclid		
<i>Future</i> I will tell you	{	How he works, is working, has worked,	}	
		will work, will be working, will have worked,		
		will have been working		
		worked, was working, had worked, had been working		

Rule II If the verb in the Principal sentence be in the *Past Tense*, the verb in the Dependent sentence must be in the *Past tense* also Thus —

He <i>told</i> me	{	That he <i>went</i> there
		" " <i>had gone</i> there
		" " <i>would go</i> there
		" " <i>would have gone</i> there
He <i>had told</i> me	{	How he <i>did</i> it
		" " <i>had done</i> it
		" " <i>would do</i> it
		" " <i>would have done</i> it

N B—There are some exceptions to the above rules (See Grammar, pp 177-8)

3

Put *forth*=Produce Put *forward*=Advance Put *off*=Take off, lay aside, postpone Put *upon*=So invest one's self with Put *out*=Pluck out, conceal, extinguish, place beyond, stretch forth Put *up*=Endure, offer, take lodgings, suffer patiently

4

Every one must answer *for* themselves, (when both male and female are included) Neither poverty *nor* riches *are* injurious *to* him There is no need *of* your interference He was not *for* an instant diverted *from* his purpose We descended *from* the hill *at* a rapid pace His brother called *on* me and we *went out to* walk Christmas last I had been *a* year at school We attribute all *his* errors *to* his education

5

<i>Past-tense</i>	<i>Past-Participle</i>	<i>Past-tense</i>	<i>Past-Participle</i>
Throve	Thriven	Shed	Shed
Forbade	Forbidden	Drowned	Drowned
Blew	Blown	Wended	Wended
Thrust	Thrust	Cleft, Clove	Cleft, Cloven
Stung	Stung	Sawed	Sawn
Shd	Shed, Shd	Saw	Seen
Melted	Melted	Sewed	Sewn
Read	Read	Sowed	Sown
Stank	Stunk	Sued	Sued

6

(1) *Ing*—*Staying, Dying, Pitying, Dyeing*

(2) *Able*—*Peaceable, Changeable, Excusable, Advisable.*

(3) *Ous*—*Envious, Piteous, Glorious, Duteous*

(4) *Ly*—*Really, Wholly, Truly, Daily*

(5) *Ed*—Sinned, Drowned, Repeated, Travelled, Worshipped
 (6) *Ment*—Confinement, Acknowledgment, Abridgment, Judgment

(7) *Ence*—Occurrence, Inference, Conference, Abhorrence

7

- (a) He used *soul language* to his mother
 (b) Ram pledged his *word*
 (c) Last night's storm did not *do* much injury to the crops
 (d) Do you know how ink is prepared?
 (e) I never saw such a man as *he*, Or—I never saw a *man* like him

8

- (a) *Virtues*=Abstract noun used as a common noun, &c
 (b) *Tea*=Material noun, &c
 (c) *Teas*=Different kinds, Material noun used as a common noun
 (d) *Fish*=Individual fish or fishes, Common noun, &c
 (e) *Fish*=Material noun, &c

9

<i>Altar</i> —For worship	}	<i>Ascent</i> —Going up
<i>Alter</i> —To change	}	<i>Assent</i> —Agreement
<i>Anything</i> —Anything	}	<i>Bale</i> —A package
<i>Bound</i> —Is bound	}	<i>Bail</i> —Surety
<i>Calendar</i> —A yearly register	}	<i>Canon</i> —A rule
<i>Calendar</i> —A hot press for dressing cloth		<i>Cannon</i> —A great gun
<i>Coarse</i> —Not fine	}	<i>Councillor</i> —Member of council
<i>Course</i> —A running	}	<i>Counsellor</i> —Adviser
<i>Desert</i> —Merit,	}	<i>Farther</i> —More distant
<i>Dessert</i> —After dinner		<i>Further</i> —In addition to
<i>Haven</i> —Shelter for ships	}	<i>Indite</i> —To compose
<i>Heaven</i> —The abode of the blessed		<i>Indict</i> —To accuse
<i>Lightening</i> —Making light	}	<i>Miner</i> —One who mines
<i>Lightning</i> —A flash		<i>Minor</i> —Junior
<i>Principal</i> —Chief	}	<i>Prophecy</i> —A foretelling
<i>Principle</i> —Rule		<i>Prophesy</i> —To foretell
<i>Stationary</i> —Fixed	}	<i>Straight</i> —Not crooked.
<i>Stationery</i> —Material for writing.		<i>Strait</i> —Narrow.
<i>Treaties</i> —Of peace.	}	<i>Whether</i> —Which of two
<i>Treatise</i> —A discourse		<i>Whither</i> —To what place

10

- (a) This sentence shows that the action is present, but gives no more definite idea of time *Prepare* is therefore in the *Present Indefinite Tense*
- (b) This sentence shows that the action is going on at the present time, and is not finished *Is preparing* is therefore in the *Present Imperfect Tense*
- (c) This sentence shows that at the present time the action is finished *Has prepared* is therefore in the *Present Perfect Tense*
- (d) This sentence shows that the action has been going on for sometime *Has been preparing* is therefore in the *Present Perfect Continuous Tense*
-

ANSWER PAPER 22.

1

Tit *for tat* = In exchange for

I have been ill *for* a month = To the extent of

He could not speak *for* shame = On account of

The Viceroy left Calcutta *for* Simla = In the direction of

I read *for* amusement = With the object of

The ministry is *for* war = In favour of,

He is wise *for* his years = When compared with

For all his riches he is not happy = In spite of

A beast *of* prey = That has to do with

The city *of* Calcutta = Named

He died *of* fever = In consequence of

A crown *of* gold = made of

2

A M = Ante meridiem, before noon

B A = Bachelor of Arts

B L = Bachelor of Law

C. B = Companion of the Bath

C E = Civil Engineer

C F = Compare

C I E = Companion of the Order of the Indian Empire

COL = Colonel

C S I = Companion of the Order of the Star of India

D V = (*Deo volente*) if God wills

c g = For the sake of examples

ETC = Etcetera , and so on

HON'BLE = Honourable

i e = That is

K C I F = Knight Commander of the Order of the Indian Empire

K C S I = Knight Commander of the Order of the Star of India

K G = Knight of the Garter

LIEUT GOV = Lieutenant-Governor

M A = Master of Arts

M P = Member of Parliament

M S = Manuscript

N L = Note well

O\ON = Of Oxford

PER CENT = By the hundred

P M = Post Meridiem , afternoon

P W D = Public Works Department.

P S = Postscript

R E = Royal Engineer

REV = Reverend

RT REV = Right Reverend

RT HON = Right Honourable

SI = Stet (Let it stand) or Saint

T O = Turn over

viz = (*Videlicet*) Namely

\MAS = Christmas

3

Ab'sent , August' , Con-flict' , Dis count' , Inva'-lid , Min'-
u'te , Per-fume' , Prod'-uce , Reb' el Ref'-use , Trans-fer' , Trans'-
port

4

(a) *Live*—Is a Subjective Mood (expressing *wish*)

(b) *Do*—Infinitive Mood=To do

(c) *Dwelt* and *Reign*—Infinitives=To dwell To reign.

(d) *Laugh*—Infinitive=To laugh

5

Superior, Inferior, Anterior, Prior, Posterior, Senior, Junior
These Comparatives end in *or* and not in *er*

The Reflexive forms of personal pronouns are used for two purposes—(a) to show that the person (or thing) does something to himself (or itself), (b) to make the pronouns more emphatic—(*Nesfield*)

As—(a) He ruined himself (b) I myself did it

7

(a) "Who" inquires about the name or parentage of the person named

(b) "What" inquires about the calling or social position of the person named

(c) "Which" inquires about some particular person out of a number of persons

8

(a) He asked me why I had not availed *myself* of the permission granted

(b) Do not despair *of passing* the examination though you *were hindered from studying*

(c) There is not so large a city in *the whole of* India as Calcutta

9

Do —

(1) To perform, as, You will have to *do* this

(2) To inflict upon, as, They are inclined to *do* him an injury

(3) To fare, as, How do you *do*?

Go —

(1) To pass from one place to another, as, You must *go* there

(2) To lead, as, This road *goes* to London

(3) To fare, as, How *goes* the world with you?

Make —

(1) To gain, as, He *makes* a large profit in this trade

(2) To compel, as, I will *make* you learn this trade

(3) To frame, as, *Make* a cage

Run —

(1) To go swiftly, as, Do not *run* in the sun

(2) To pass, as, The river *runs* by Hughli

(3) To go from one state to another, as, He *ran* into debt

10

- { Servants *attend upon* their master
 - { Boys *attend to* their teachers
 - { Compare Akbar *with* Aurangzeb.
 - { The world is *compared to* a stage
 - { You are *liable for* this bill
 - { You are *liable to* a fine
 - { I am *familiar with* this place
 - { This place is *familiar to* me
 - { He is *disappointed of* success
 - { I am *disappointed in* him
 - { Men are *responsible to* God for their actions
 - { I am *responsible for* my actions
-

ANSWER PAPER 23

2

- (a) To wait is good , to work is better
- (b) The weather is very cold
- (c) How long ago did you see my father ?
- (d) You are expected to go
- (e) The ship is said to be lost
- (f) They say that wisdom does not always, &c.

2 A hare jeered at a tortoise for the slowness of his pace. But he laughed and said, that he would run against her and beat her any day she should name. "Come on," said the hare, "you shall soon see what my feet are made of." So it was agreed that they should start at once. The tortoise went off jogging along, without a moment's stopping, at his usual steady pace. The hare treating the whole matter very lightly said she would first take a little nap, and that she should soon overtake the tortoise. Meanwhile the tortoise plodded on, and the hare oversleeping herself, arrived at the goal, only to see that the Tortoise had got in before her.

James's Aesop's Fables

3

- (a) He was totally wrong
- (b) He is prone to idleness
- (c) He is in a bad plight
- (d) I pocketed the insult

(e) I put implicit faith on him

(f) He came the other day

(g) It is a glaring mistake

4

Acquit *of*, Answer *to, for*, Approve *of*, Beg *of, for*, Confer *on, with, about*, Dispute *with*, Excel *in*, Feed *on, with*, Guard *against*, Hesitate *at*, Interfere, *with in* Jump *at*, Laugh *at, to*, Mourn *for*, Plot *against* Revenge *on, for*, Sue *for*, Trample *on* Wait *at, for, on*, Yield *to*

Ambitious *of*, Born *of, in*, Competent *for*, Due *to*, Eminent *for*, Fond *of*, Hopeful *of*, Indignant *at, with*, Lame *of*, Mindful *of*, Privy *to*, Responsible *to, for*, Slow *of, in, at*, Wearied *of*, Zealous *for, in*

5

Bound=Past participle of 'bind'

Bounden=A verbal adjective, as, Our *bounden* duty

Cleft=Past participle of 'cleave'

Cloven=A verbal adjective, as, The *cloven* feet

Drunk=Past participle of 'drink'

Drunken=A verbal adjective, as, A *drunken* man

Got=Past tense or past participle of 'get'

Gotten=A verbal adjective, as, Ill-*gotten* riches

Hanged=Put to death by hanging

Hung=Suspended

Melted=Past tense or past participle of 'melt,' or a verbal adjective, as, *Melted* metal

Molten=A verbal adjective, as, *Molten* gold

Sheared=Past tense or past participle of 'Shear'

Shorn=A verbal adjective, as, A *shorn* lamb

Sunk=Past participle of 'sink'

Sunken=A verbal adjective, as, A *sunken* ship

Worked=Past tense or past participle of 'work,' or, a verbal adjective, as, Beautifully *worked* cloth

Wrought=A verbal adjective, as, *Wrought* iron

6

Weak Verbs=are those which form the past tense by adding *d* or *ed* or *t* to the present tense without any change of the inside vowel *Strong Verbs* are those which form the past tense by a change of the inside vowel of the present, as, *Abide Abode* Some of the Weak Verbs whose final consonant is doubled are —*Expel*,

(*Expelled*) *Thin*, (*Thinned*), *Worship*, (*Worshipped*), *Drop*, (*Dropped*), *Travel*, (*Travelled*), &c

7

Fly means to move through the air like a bird, hence to run very quickly. **Flee** means to run *from* some danger. We sometimes say incorrectly "he turned to fly" for "he turned to flee", but we never say in the past tense 'he flew,' for "he fled."

Childlike and **Childish** both mean "resembling a child," but the former refers to the *good* qualities of a child, as innocence, and the latter to the *bad* qualities, as foolishness.

Epoch denotes a *point* of time, made remarkable by some important event, from which dates are counted. **Era** is a *series* of years from a particular point of epoch. Thus the birth of Christ marks the *epoch* from which the Christian *era* begins.

Map and **Chart** both are representations on a plane surface of a part of the earth's surface. But a *map* represents a country or some other portion of *land*, while a *chart* represents a sea or some other portion of *water* with the islands, rocks, coasts, and harbours, but not the interior of countries.

Compare with and **Compare to** —When we look at two things for the purpose of seeing wherein they agree and wherein they differ, we are said to compare the one *with* the other. But when we declare that one thing resembles another, we are said to compare the one *to* the other.

Habit is personal, **Custom** is social or national, thus, we speak of a particular man's "habits," but of the "custom" of a people. Again a 'habit' is formed by the same act being frequently repeated by the same individual, but a 'custom' is the doing of the same thing by many different individuals.

Corporal means of or belonging to the body, as, 'corporal punishment'. **Corporeal** means having a body, material, not spiritual, as, Corporeal substance = matter.

Infection denotes the communication of a disease from one to another in any way whatever, as, through the air or water, or milk. **Contagion** is the communication of a disease by contact or touch, it is one form of infection.

Holiday was at first a *holy day*, that is a day set apart for a religious purpose, but as such days are devoted by many people to mere amusement, the word came to mean a day of amusement. We now mark the original meaning by keeping the two parts of the word separate, as, "Holy day."

Nobleman is a man of noble birth or rank, the word refers to his social position. But a **Noble man** is one of noble character whatever, his social rank may be

8 The robbers entreated the Prince to stay with them , saying that the mountains of gold which the Government had set upon his head might induce some gentleman to betray him, for he could go to a distant country and live on the price of his dishonour , but to them there existed no such temptation

- 9 A Tell me not numbers—Prin to (B), (C) and (E)
 B Life .dream—Sub noun to (A)
 C For the soul is dead—Sub Adv to (A), Prin to (D) and Co ord to (E)
 D That slumbers—Sub Adj to (C)
 E And things that—Sub Adv to (A)
 Prin to (F) and Co ord to (C)
 F Which seem—Sub Adj to (E)

10 Outline—

How do you define Perseverance?—Is it a commendable quality?—In what does it differ from obstinacy?—What are the certain results of this virtue?—Mention the bad effects of a contrary quality—Can you find any comparison in the works of nature?—What exmples may be cited from history , to prove what may be done by perseverance ? (Robert Bruce and the Spider)

ANSWER PAPER 24

1

(a) Outline—Very glad to hear of your success—hope you will like the place—father has seen the village—says it is very pretty—do not forget old friends—am anxious to know all about it—told the boys at school—they gave three cheers for you—write soon

(b) Outline—Have seen your advertisement—beg to offer myself a candidate—am fourteen years of age—have been at school seven years—got prize for arithmetic—this letter, specimen of hand writing—enclose certificate from teacher—will try to please

2

(a) *How the war originated* is given below

(b) He knows *who the author of the book is*

(c) The result was *that their army was signally defeated*

(d) The errors *which the people make* are not easily removed

(e) We saw the horse *that was wounded*

3

(a) I will come back *in a few days*

(b) Send the man *here*

(c) Is the stick *long enough* ?

4

Yes I did , No I did not Yes it is , No it is not Yes he is ,
No he is not Yes he has , No he has not Yes I was , No I was
not Yes he will , No he will not Yes I was , No I was not. Yes
I was , No I was not

5

In the sentence "Are you *coming* to school," the man who asks
the question intends to be present at the school, and he asks whether
the person addressed will be present also

In the sentence "Are you *going* to school," the man who asks
the question will not necessarily be present at the school

"Kindly excuse my *coming* to the meeting"

"Kindly excuse my *not coming* to the meeting"

These two sentences mean the same thing The former may
be written thus —

Kindly excuse (=do not insist on) my coming to the meeting

The latter may be written thus —

Kindly excuse (=pardon) my *not coming* (i.e., my neglect to
come) to the meeting

In "The matter is of the *first* importance"

and "The matter is of the *last* importance"

"First" means "foremost" "Last" denotes "utmost" which
comes to the same as "foremost." Hence the above sentences
mean the same thing

6

(a) *As*—a relative (=which) nom. to the verb is understood

(b) *Fair*—an Adjective qualifying some noun implied in the
verb 'bid' (i.e.) Bids a fair bidding or promise

(c) *But*—an Adverb (=only)

(d) *Little*—(=by little)—Adverb

7

Break out=Arise or appear suddenly as, A war *broke out*
between Turkey and Greece A fire *broke out* in Bhowanipore.

Break in=(1) Train, as, The horse is being *broken in* (2)
Enter by force, as, The thieves *broke in* by the southern gate

Break down=Destroy, as, Mahmud *broke down* the Hindu
temples His health *broke down* (was undermined)

Fly at=Spring or rush suddenly, as, The wolf *flew at* a cow

Fly away=Go away, as, The birds *flew away*

Fly open=To open suddenly and with violence, as, The doors *flew open*

Look at=Direct the eye towards, as, *Look at* this page

Look for=Search or expect, *Looked for* the book in vain
They *looked for* letters on the arrival of the mail

Look on=Consider Idly gaze on as, Some men *look on* the worldly misfortunes with indifference He simply *looked on* the play without forming any opinion about it

Look up to=Expect as favour, as, We *look up to* God for help

Ride at=Ride towards as, They *ride at* the fence *Ride at anchor*=he anchored, as, The ships *ride at anchor*

Ride out=Go out on horseback, as, I generally *ride out* in the morning

8

A husbandman had only recently sowed some corn in his fields *but finding* that cranes came to eat it, he fixed a net in his fields to catch them (*Compound*)

9

Man considered in himself, is a very helpless and a very wretched being He is subject every moment to the greatest calamities and misfortunes He is beset with dangers on all sides, and many become unhappy by numberless casualties, which he could not foresee, not have prevented had he foreseen them

10

New books are so *dear* that I must *try* to procure second *hand* ones John, as well as James, *is* to be rewarded for *his* diligence This boy and his brother *have* reason to feel ashamed of *their* cowardly behaviour He alone has faithfully *kept* his promise the other have treacherously *broken* theirs

ANSWER PAPER 25

4 GREY STREET
The 2nd May, 1897

MY DEAR HARI,

In accordance with your letter of the 21st March asking me to point out the errors committed by young students in the use of the definite article *the*, I send you a classified list of errors usually committed by them, the first class containing instances of the improper use of *the* and the second class containing the improper omission of the same

CLASS I

*They write**Instead of*

- | | |
|---|---------------------------------|
| (1) The meditation elevates
our mind to God | Meditation &c |
| (2) I like to read the History
and the Mathematics | To read History and Mathematics |
| (3) The silver is a white
metal | Silver is &c |
| (4) He was elected the Presi-
dent | Elected President |
| (5) The Lord Macaulay | Lord Macaulay |
| (6) He shook the hands with
me | Shook hands &c |
| (7) To live from the hand to
the mouth | From hand to mouth |

CLASS II

- | | |
|---|--------------------------|
| (1) I have put your book
on table | The table |
| (2) Sun is in the sky | The sun is in the sky |
| (3) Wise are happy | The wise &c |
| (4) Tiger is a beast or prey | The tiger &c |
| (5) Ganges is the sacred
river of Hindus | The Ganges the Hindus |
| (6) Crimea is in Russia | The Crimea &c |
| (7) We read Deserted Village | The Deserted Village |
| (8) Kalidas is Shakespeare
of India | The Shakespeare |
| (9) Bible is the sacred book
of Christians | The Bible the Christians |

Numerous examples of the wrong use of *the* may be given but I hope that those given above will serve your purpose

Yours sincerely

A B C

2

A house *is building*, A house *to let*, My book *is missing*, He gave me a book *to read*, Sugar *tastes* sweet, These articles will not *sell*

3

There are three ways in which Transitive can become Intransitive —

- (a) By omitting the reflexive pronoun they may take after them, as, Our school *opens* (itself) at 10 30 A M and *closes* (itself) at 4 P M
- (b) By the addition of an adverb, as, War *broke out*, He *made off* as fast as he could
- (c) By using them in such a general sense that no object or objects are thought of in using them, as, Man *proposes* and God *disposes*, Man *builds* and time *pulls down*

There are two ways in which an Intransitive verb can become Transitive —

- (a) When it is used in a Causal sense, as, He *grows wheat* in the field, He *walked his horses* uphill
- (b) When it is connected with a preposition so closely that the verb, compounded with the preposition, can be made passive, as, They *laughed at* him, He *was laughed at* by them

4 When those events were occurring, it was commonly reported that the queen who had been wickedness and in whose bosom dreams which nightly and who was hate, died by her own hands

5

They died for conscience' sake The duchess' carriage was stopped by the crowd For goodness' sake or quiet James's book is missing The Jew's fan is lost The lad's horse is not yet broken The Negro's skin is black The ostrich's feathers are costly The people's wishes were carried out Xerxes's retreat from Greece took place B C 479

6

Com'merce, Comm'ercial, Compl'ète, Comp'etion, Comp'ose, Composite, Famous, In'famous, In'dustry, Industrious, Prudent, Imprudent

7

Ambition *for*, Ambitious *of*, Care *for*, Careful *of*, Confidence *in*, Confident *of*; Dependent *on*, Independent *of*, Fill *with*, Full *of*, Fond *of*, Fondness *for*, Hope *for*, Hopeful *of*; Pride *in*, Proud *of*, Synonym *for*, Synonymous *with*, Want *of*, Wanting *in*

8

- (a) The moon is becoming less and less in bulk after passing full moon

- (b) They fought to the last moment
 (c) They were all killed without a single exception
 (a) Taking the best view of his character he is a fool
 (e) You say something which has no connection with the case

9

- (a) The Spartan general *fighting* bravely with a small band against the Persian host, died gloriously for his country
 (b) The General *having been* slain, his men fled in all directions
 (c) The laws of the Hindus are not identical *with* the laws of the Muslims
 (d) The boy is *incomparably* the cleverest in the school
 (e) The Russians are known *to be* far superior to the English by land

10

- (a) I know *that* he is wrong (b) Ram came but Shyam did not *come*
 (c) I shall leave for England in 1 month, if *I do not leave* sooner
 (d) I am not such a fool as *I should be a fool* to believe that
 (e) We are travelling to Delhi and *to Agra* (f) Love *ye* your parents
 (g) I am older than my sister *is old*

ANSWER PAPER 26

1

- (a) { I *met* him = I *came in front* of him
 { I *met with* him = (i) I *found* him (ii) I *joined* him

N B — Both often mean coming upon with a hostile intention

- (a) { I *touch*ed the point = I *came* to it, I *reached* it
 { I *touch*ed upon the point = I *briefly dealt with* the point

- (c) { I *guess*ed the facts = I *hit upon* them by conjecture
 { I *guss*ed at the facts = I *tried to find* them out by conjecture.

- (d) { I *work*ed the machine = I *caused* the machine to *work*
 { I *work*ed at the machine = I *was busy* with the machine

2 Inimical, Florid, floral, Heady, Infantile, infantine, Jocular, Jocose, Oceanic, Opinionative, Saline, Splenetic

3 Close — Close (verb) the gate. This is close (adj) weather. The music came to a close (noun) Sit close (adv) to me

Last—I walked *past* (adv) I walked *past* (prep) the gate
 forget the *past* (noun) I forget the *past* (adj) follies

Why—He is always looking for the *why* (noun) and wherefore
 of things *Why* (adv) did you ask for it? This is the reason *why*
 (conj) I ask for it

4

I met a man = I met a man, not any other animal, not a
 woman or child

I met one man = I met one man, not two or more

He spoke little = He hardly said anything, he said almost
 nothing

He spoke a little = He said something, but not much

5

It stands for the infinitive phrase *to command success*

It stands for the noun clause *when he will come*

6

(a) If that *is* the case he *will be* punished

(b) If that *be* the case he *will be* punished

(c) If that *were* the case he *would be* punished

7

(a) The boy prayed *for being rich like Crassus*

(b) Inquired *about his health*

(c) He must not be absent *without permission*

8 Androcles, who had no arms of any kind, now gave himself
 up for lost "What shall I do?" said he, "I have no spear or sword,
 no, not so much as a stick to defend myself with"

9

(a) No sooner was he called than he came

(b) No one else was so much to blame as he

(c) No one else was so beautiful as Helen

10

(a) He writes the language *and also* speaks it

He writes the language with the same proficiency with which he
 speaks it

(b) Is it going to be done?

Is it your wish that it be done

- (c) I can do it *without any one's help*
I am the *only person who can do it*
- (d) The older men are wiser than the younger men
Men's wisdom increases with their age
-

ANSWER PAPER 27

1 Enjoyment, Pleasure, Pleasure, Gratification, Delight,

2

- (a) The height of the table is three feet
(b) I am determined he shall go
(c) I am certain he will go
(d) I have never seen him before that I know of
(e) We seldom meet

3

- (a) Take her as your wife
(b) *During the space of* three hours he sobbed
(c) I sold it *in exchange for* a Rupee
(d) He will work *to support* William's children
(e) A heart *prepared to meet* any fate

4. Quality

1 *ence*=diligence, patience, intelligence. 2 *th*=breadth, length,
stealth 3 *cry*=bravery, slavery, knavery

Littleness

1 *in*=lambkin, manikin pipkin *et*=rivulet, streamlet,
coronet. 3 *ing*=gosling, darling, duckling

Place or Office

1 *acy*=curacy, papacy 2. *ship*=clerkship, professorship
3 *alty*=royalty

Absence of a quality

less=fearless, hopeless, fruitless

Having a quality in a small degree

ish=blackish, feverish, bluish

5

- (1) Advancing towards the robber, and presenting the young
prince to him, she called out to him 'my friend'

- (2) Immediately after his coming into the room, I walked out to avoid the necessity of speaking to him

6

- (1) They dwelt, *loved by God and man*, or
 (2) They dwelt, *loving God and man*
 (1) He loves you *as much as he loves John*, or
 (2) He loves you *as much as John loves you* .
 (1) I saw *in sound health*, or
 (2) I saw him *quite distinctly*

7

- (1) I hope the time appointed *for* the meeting will be convenient *to* you
 (2) I am afraid it will not be convenient *for* me to attend the meeting
 (3) He bears no resemblance *to* his father
 (4) There is no resemblance *between* the father and the son

8

- (a) At the top=Somewhere near the top
 On the top=On the very summit
 (b) In an hour=After the lapse of an hour
 Within an hour=Before the expiration of an hour
 (c) Engaged in=Employed in
 Engaged to=Betrothed to
 (d) Nearly denotes quantity of time or space, as, nearly an hour, nearly ten miles
 Almost—denotes degree, as almost black
 (e) Scarcely—expresses *quantity*, as, scarcely five days
 Hardly—expresses *degree*, as, hardly dry

9

- He is well=He is in good health
 He is well off=He is in good circumstances
 Poor as he was=Though he was poor
 As he was poor=Because he was poor
 Take heart=Gain courage, be encouraged
 Take to heart=Feel sensibly
 Go to school=Go to school for the purpose of learning
 Go to the school=Go to the school-house for some purpose
 (say, to see somebody).

I dare say = I suppose

I dare to say = I can boldly assert.

10

Assembly, Abode, Choice, Flight, Growth, Impulse, Stealth,
Shock, Web

ANSWER PAPER 28.

1

(a) *It being* provided *that* you go

(b) *It is* no sooner said than *it is* done

(c) Whether *you like it* or *do not like it*. (*No* is used for *not*)

(d) *I gave* thanks to you

2

Abide by, Accommodate to, Admit of, Agree with, Answer to, Call at, Inquired of, Mingle or Mix in, Part from Succeed in or to

3

(a) *May* expresses *Permission*

(b) *May* expresses *Possibility*

(c) *Must* expresses *Wish*

(d) *Must* expresses *Compulsion*

(e) *Must* expresses *Certainty*

4

(a) I am glad *that I see you* (This is said when a person calls on you)

I am glad *that I have seen you* (This is said when the person is leaving you).

(b) His appearance showed *that he was then rich* His appearance showed *that he had once been rich*, but was no longer so

5 Turning up the cradle, he found that his child had not been hurt, and that an enormous serpent was lying dead on the floor, killed by the faithful dog, whose courage and fidelity in preserving the life of the child, deserved a very different fate

6 Very, so, so, too, when, one

7

(a) It was not for his own sake that he had taken this step

(b) It was with reason that they complained of excessive taxation

- (c) It is *only* a bad workman who complains of his tools
 (d) It is *only* the dishonest that suspect dishonesty in others
 (e) It is you who have done all the mischief
 (f) It is they that employed the vile informer

8

- (a) This plum is not redder than that cherry
 (b) This ground is not higher than any other in the country
 (c) Henry is not more honest than his father
 (d) This victory is not more glorious than that of Waterloo
 (e) The Senate was not more eager than the people to avenge his death
 (f) You have not greater cause of complaint than anybody else

9

Discover = We *discover* that which existed before, but was not known to any one

Invent = We *invent* what is new by combining already existing things Columbus *discovered* America, but Watts *invented* the Steam Engine

Dumb = He is dumb who *cannot* speak

Silent = He is silent who can speak but *does not*

Freedom denotes absence of constraint at the present time

Liberty denotes previous constraint, as, The slave has got his liberty and now is free

10

<i>Common</i>	<i>Masculine</i>	<i>Feminine</i>
Horse	Stallion	Mare
Fowl	Cock	Hen
Deer	Hart	Roe
Sheep	Ram	Ewe
Calf	Bullock	Heifer
Spouse	Husband	Wife
Orphan	Boy	Girl

ANSWER PAPER 29

I

- (a) *All* but the morning star have disappeared
 (b) He is *too* proud to submit to correction
 (c) I have not seen him *for* the last three weeks

- (d) I could not *help* feeling sorry for what you had said
 (e) If you do not work hard, you will lose your place ¹ the class
 (f) The boat upset at the very commencement of the storm

2 Tale, ditch, chicken, breach, premiss, flood, watch, breadth, sower, gift, height, health, dearth, birth, advice, or adviser, choice, refusal

3

- (a) I will *make up* my deficiency in mathematics during the summer vacation He *made up to* us with boldness The tiger *made at* the sportsmen I will *make over* his estate to his son The ship was forced to *make for* the island of St Helena He tried to *make away with* his enemy I could not *make out* the sense of the passage
 (b) To *play off* tricks with friends is certainly bad They have gone *to, play* a game at whist You are too old to *play with* toys It is hoped that they will *play out* their parts creditably He *plays on* the guitar with great skill
 (c) Under the pretence of relieving the distress of the people, they *fell to* collecting money That brothers should *fall out* with brothers is surely a painful sight It is no wonder for a man of his nature to *fall out with* his friends They *fell in* among thieves Our boat then *fell in with* a ship By and by his friends all *fell away from* him

4 The three meanings are —

- (a) I told you about it *in the presence of all*
 (b) I told you about it before *anybody else told you*
 (c) I told you *everything* about it *on a former occasion*

5

- (a) All who heard this said, "He is speaking the truth"
 (b) "I have been reading all day," said my brother
 (c) We said to him, "Your fault will be pardoned, if you confess it"
 (d) He said to me, "You are mistaken, you will not go to-day"
 (e) Pilate replied to the Jews, "What I have written, have written"

(f) Finding no remedy, he said to himself, "It is better to die than to live in such misery, as I am compelled to suffer from a master who treats me, and always has treated me so unkindly"

6 The huntsman *has begged* three to parts He *bearded* the lion in his due I have *booked* my passage He has *braved* the danger well He *heads* the list of candidates The washerman *irons* the clothes The ship is not properly *examined* What will be the cost of *papiring* these walls? The mother *rocks* the cradh of the child The horse must be *shod* I *voice* the sentements of the andience He garduer is *watering* the plants

7

(a) Do not live *for* riches, but whatever you live *for* live *by* honest labour, and if you have to live *on* a small income live *within* your means

(b) India borders *on* Burma and is separated *from* it partly *by* the Bay of Bengal, which lies *between* them and partly *by* a line *of* mountains situated *to* the north of the bay

8 Re-fer, suc-cess, lam-ent a ble, con-sid-er, ad-ver sar-y, va-ri-et-y

Dost thou not love? Shall I not love?

9

(a) Very few appear in those streets which but some hours ago were crowded

(b) If you take a farthing from a hundred, it will be a hundred no longer

(c) I can attribute the silence to nothing but to displeasure or forgetfulness.

(d) The news of your success would have given me the utmost pleasure

10

Judging, bidding, turning, agreeing, beginning, worshipping
 Bilious, gracious, melodious, virtuous, grievous, plenteous
 Payable, curable, removable, changeable, valuable, derivable
 Awful, woful, wilful, dutiful, skilful
 Easily, drily, readily, coolly, truly, wholly

ANSWER PAPER 30

1 All the year round = Throughout the year

If the worst comes to the worst = If things come to the worst possible condition

Not worth powder and shot = not being equal in value to the powder and shot required to kill, (১৫) not worth much

For all the world = For any consideration

Make mouths at = Make faces at (মুখভঙ্গী করা)

Take in good part = Bear something that is improper or unpleasant patiently or take it in a friendly manner

Take a fancy to = Have a liking for (more out of caprice than reason)

Under the circumstances = Taking into account what has happened

2. Child = Childish, Puerile

Day = Daily, Diurnal

Earth = Earthly, Terrestrial

Father = Fatherly, Paternal

Flesh = Fleshy, Carnal

Friend = Friendly, Amicable

God = Godlike, Divine

Heart = Hearty, Cordial

Home = Homely, Domestic

Life = Lively, Vital

Mother = Motherly, Maternal.

Water = Watery, Aquatic

World = Worldly, Mundane

3 *Industrial*, pertaining to some particular branch of industry
Industrious, one who practices industry, hard-working 'Industrial'
is applied to things, "industrious" to persons

Continual, that which always continues, lasting *Continuous*,
that which is not broken by intervals, uninterrupted

Popular, that which pleases the people *Populous*, filled with people

Momentary, lasting only for a moment *Momentous*, of great importance

Notable, distinguished *Notorious*, having an evil reputation

Elemental, pertaining to the elements—earth, air, fire, or water
Elementary, primary, simple

Imperial, pertaining to some empire or emperor *Imperious*,
haughty

4.

(a) If you find victories, we will find rewards

(b) You will become better in proportion to your self denial

- (c) If they choose to trust the affairs of the public in such a thing, I cannot help *them choosing to do so*
- (a) He wrote to his to the effect that two members of his family were very much he would to accept he his elder brothers proximo at his place
- (b) When I reached the place had taken place lying for an hour raise very painful
- (c) He fell into difficulty, be instead of being benefitted associates to follow

6

I do not care for her *in the least* Do you care for her *at all* ?
 Everything has been done in accordance with your desire I did it *in spite of* you I never said that , *on the contrary* I said just the opposite I do not like to do this , *nevertheless* I will do it to please you

7

- (a) Socrates proved virtue to be its own reward
- (b) He appeared to have forgotten his lesson
- (c) The place of burial is unknown
- (d) Some animals without lungs breathe with the skin
- (c) He was punished for coming late

8.

- (a) The noise of drum-beating is disliked by me
- (b) I found I was being laughed at by the boys
- (c) The road to hell is paved with good intentions
- (d) Let great care be taken, boy, to have everything ready
- (e) I am sorry to find that you were not promoted by them this year
- (f) What cannot be cured must be endured
- (g) This is too good to be expected

9

(a) with, to, to, of , (b) with, of, to, up , (c) whether, when, how
 what

10

Out of the way = Secluded
 Out of door = Open air
 Hole-and corner = Clandestine
 Stay at home = Domestic
 Go-ahead = Pushing
 Upside down = Inverted
 Dog in-the manger = Selfish
 Jack-in-the-box = Volatile

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